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ATHLETIC JOURNAL

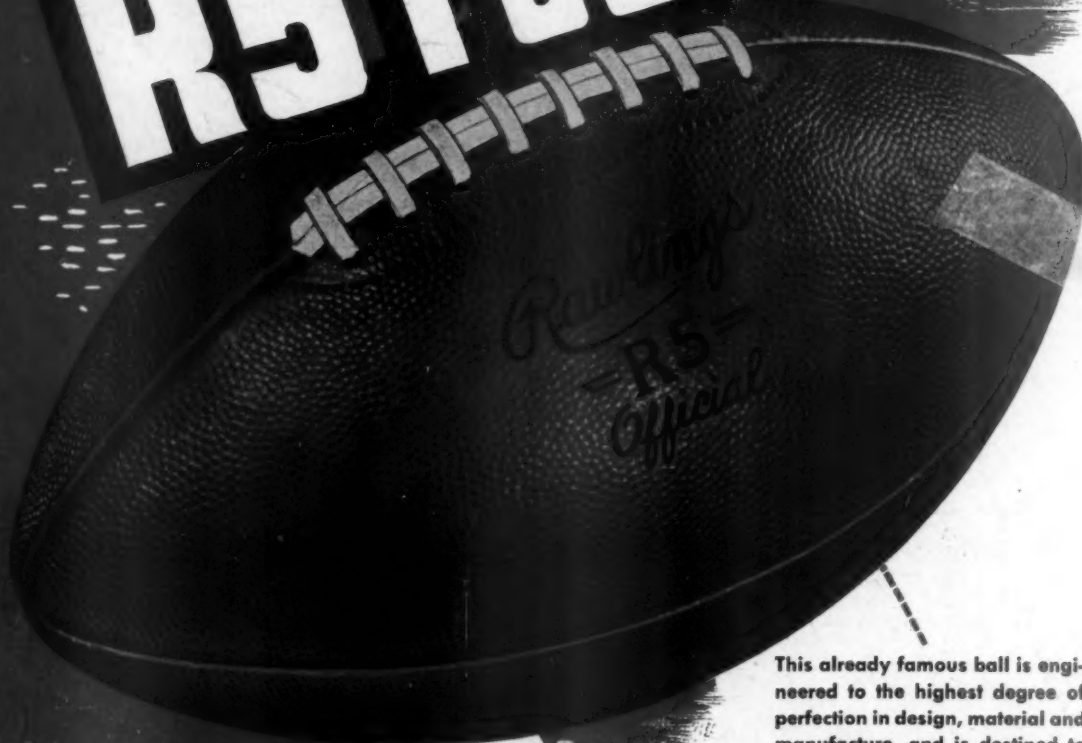
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Volume XXIX

Number 1

September, 1948

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FRONT COVER ILLUSTRATION

Columbia's Winged T in action against Holy Cross. Quarterback, Rossides, spins and hands back to Yablonski. Left guard, Karas, pulls out and drives defensive end, Halliday, out of the play. Right guard, Briggs, drives for the line-backer, Nolan. Rossides carries out the fake by continuing back into the pass pocket.

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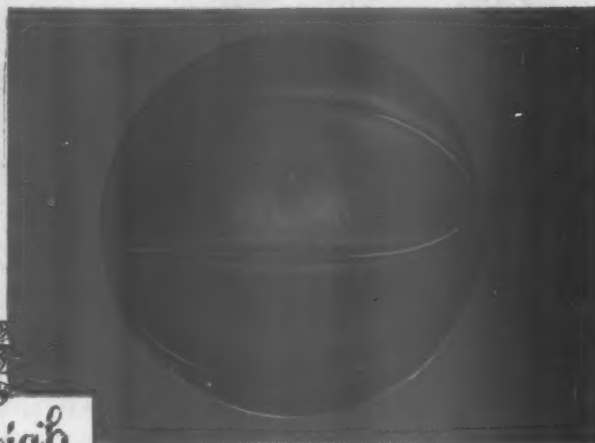
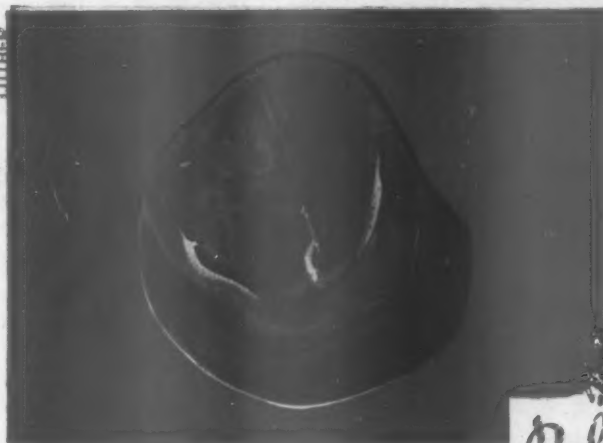
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TWO new appointments for basketball coaches start off this year's column. Bob Calihan has been signed to coach at his alma mater, Detroit University. Bob set the scoring record for Titans with 795 points in his three years of competition before graduating in 1941. The other, Charles L. Cummings, goes to Boston University as the head mentor. Cummings' Anderson, Indiana, High School team won the Hoosier state tournament in 1946. For the past year Cummings has been sales manager for the American Playground Device Company located in Anderson. . . . The game of badminton started in India where it was played by British army officers at Poona, hence its original name "Poonah." Later the game was taken to England and played at Badminton, the country seat of the Duke of Beaufort, and subsequently was given its present name. . . . Eldon Jenne, a member of the advisory board of the Athletic Journal's intramural golf promotion, and director of physical education and recreation for Portland, Oregon schools, was Washington state's first representative in the Olympics. Jenne wore Uncle Sam's colors in the 1920 games as a pole vaulter.

BEN Douglas, former football coach and athletic director at Colorado College, has resigned to become Pacific Coast representative for the Lannom Manufacturing Company, manufacturers of the "Worth" line of baseballs. . . . Three recent Northwestern graduates are coaching in high schools in the vicinity of their alma mater. James Homco is assistant coach in football, basketball and baseball at Whiting, Indiana; Joe Vavrus is at Moline, Illinois, High School, and Duane Sickels is head coach of basketball and assistant in football at Bloom Township High School in Chicago Heights. . . . Miles Casteel will use the "Cockeyed T" this fall at Arizona. He places his quarterback to right; or left of center to permit direct snap backs to the halfbacks and fullback. . . . Blaine Rideout, who, with his twin brother, Wayne, made track history as the

Rideout twins, leaves Denton, Texas, High School where he served as track and football coach to become the athletic trainer at Texas A. & M. Wayne is in the insurance business in Texas. . . . The phenomenal time of 22 seconds for the 200-yard low hurdles made by Archie Adams of North Side High School, Fort Wayne, Indiana, has been approved as a new national high school record. The record time was set at the Indiana state meet.

THE University of Oklahoma Sooners derive their nickname from a unique event in American history. In 1889 when the Indian lands were opened to white settlers, those that slipped past the guards and staked out claims before the announced starting time were called "Sooners" because they settled the land sooner than they were supposed to. . . . Larry Amann of Hartford, Connecticut, High School has established an outstanding coaching record in his twenty-four years at Hartford; his track teams have won 72 meets and lost 44, his swimming teams have won 145 meets and lost but 30, and his cross-country teams have chalked up 72 wins as against 31 losses. His teams have been champions eight times in track, six times in cross country and fourteen times in swimming. . . . Nebraska has held twenty state high school wrestling championships of which all but one have been won by Omaha schools. South High leads with eight victories and a tie. In all-state championship play for all sports, Lincoln, Nebraska, High School has won the various crowns forty-five times. Omaha Central has won twenty-eight championships and Omaha Tech twenty-one. . . . The oldest intercollegiate baseball rivalry, that between Amherst and Williams, got off to an auspicious start with Amherst winning the first game 73-32. That game was played in 1857, just twenty years after Abner Doubleday founded the game. Since then the teams have met 157 times with Amherst holding a slight edge. . . . Harvey Harman, President of the Ameri-

(Continued on page 32)

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AT THE RACES



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Conditioning for Football

By HENRY SCHMIDT
Trainer, Santa Clara University

HIGH school injuries that recur during college years hamper the effectiveness of many promising young athletes.

College trainers have found, often too late, that high school injuries which were overlooked or not properly treated when they occurred, return to plague the player and his coach during collegiate competition. What makes this fact all the more distressing is that the vast majority of these injuries might have been prevented in the first place.

It is far better to avoid injuries than to treat them, although preventative conditioning is one of the most important, and most frequently overlooked aspects of physical preparation for football.

Let us divide football conditioning into its primary components — pre-game conditioning and post-game rehabilitation. If adequate preparation is made for the first, the second is often negligible. It is an acknowledged fact that players in top physical condition are the ones who receive the fewest serious bumps.

In this article I will discuss only the first—pre-game conditioning.

Conditioning is a full-time job. If players are in year-round proper condition, the early September preparation is not difficult. When players return to school in the fall, if the coach (or trainer) has had the foresight to give them late-spring instruction, the squad should round into shape early.

A simple routine for all athletes during the summer months should be followed. For example, a lad who does heavy physical labor should counteract the tendency to tighten up or become muscle-bound in the upper body by corrective exercises or games such as badminton, tennis or volleyball. A boy who may be employed in sedentary work should walk and exercise vigorously. Possibly the best over-all exercise for all physiques is swimming. It has definite recreational value and builds wind and muscle looseness.

Conditioning through diet is important. Proper understanding of a well-balanced menu will send the squad back to school with a fund

of energy for the rugged days ahead. Few high school teams have a training table, therefore the coach or trainer has little direct control over the players' diet. A review by the coach of diet "do's" and "don't's", impressing upon the squad the importance of healthful meal planning and other recognized health habits, is wise.

It is necessary to remind the squad of the necessity for replacing body salts with salt tablets during the hot September afternoons. Heat prostration and body cramps often result from insufficient salt in the system during hot weather.

Conditioning is not a one-man job. The coach, naturally, is concerned with building the best physical condition possible in his team, which in turn more often means victory on the field of play. The player should realize that conditioning means greater personal health for him and prepares him for competition. The parents should be made aware of the possibility for development and growth of the boy by a proper program of health education and conditioning. Finally, the school as a whole can be made conditioning-conscious by publicizing the benefits to be gained by a comprehensive conditioning program. The school will gain by being represented by a physically fit squad; the players' example will induce non-athletes to consider their own fitness, and, finally, the rooters' co-operation may be enlisted through publicity to make conditioning a goal for all.

Conditioning must follow a system. Like any business, conditioning for football must follow businesslike methods if it is to succeed.

An analysis of his squad by the coach is the primary task. An average
(Continued on page 78)

HENRY SCHMIDT graduated from the University of Santa Clara and became assistant trainer there in 1926—head trainer in 1928. In 1942 he trained the East team for the annual East-West Shrine game. In addition to his duties at Santa Clara he spends the month of August each year helping condition the Los Angeles Rams. He was recently elected the first president of the Pacific Coast Athletic Trainers Association.

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The Winged T

By JOE STANCZYK

Assistant Football Coach, Columbia University

A good offense is one, that embodying the elements of speed, power and deception, produces touchdowns and victories. This is the most effective means of estimating the value of any offense. We think we have that offense in the winged T as it has paid us dividends during the period that we have used it.

In analyzing any offense, the two phases, passing and running, must, of necessity, be considered separately, even though we know that the two are interdependent. No offense can function unless the running and passing games are blended together. The success of one can mean the success of the other. This factor has become increasingly important during the past few years due to so many teams and coaches becoming offensive-minded and stressing the wide-open type of football. The game has become a better game from the players' standpoint and that of the spectators as well.

The running phase of the winged T has several advantages, only the most important of which will be mentioned:

1. It has the power of the single wing and the speed and deception of the T.

2. It has the advantage of striking inside and outside with equal speed, power and deception.

3. It has strong off-tackle possibilities to either side. This play is, without doubt, the basis of any good offense. A team possessing a play of this sort can raise havoc with any type of defense, be it sliding, angling or any other.

4. It permits direct passes to the fullback and left halfback for quick-breaking plays to the outside, as well as spinners and traps from both the inside and outside.

5. The quarterback may be used as a blocker as well as a passer and runner.

6. In an emergency or as a change of pace to upset the defense, a switch to the single wing may be executed with a minimum of change in blocking assignments.

7. The alignment of the backfield affords numerous possibilities for fakes, screens and various maneuvers, adding tremendous deception to every play.

8. Every play may be screened and masked until the last step in the execution of the play.

In the passing game as in the running game, the best patterns and pass plays of the single wing may be incorporated with those of the T and fitted perfectly to the offense of the winged T. This is quite evident when our backfield alignment is observed. Again, only the most important of these will be mentioned here.

1. We always have three men in good position for either long or short passes.

2. The end and the wingback are in good position to screen for each other at all times.

3. We can flood any zone with equal facility.

4. We have a good reverse pass alignment.

5. The left halfback is a potential passer, with the quarterback becoming a potential receiver.

6. The fullback can also be utilized as a passer.

The spacing of the linemen is indicated in Diagram 1. This alignment, however, is very flexible. We split our line on every play depending upon the course of the play and the defensive spacing. At times we may tighten our line for the same reasons. We use splits in order to get better blocking angles and better cross-blocking. We also believe that they give

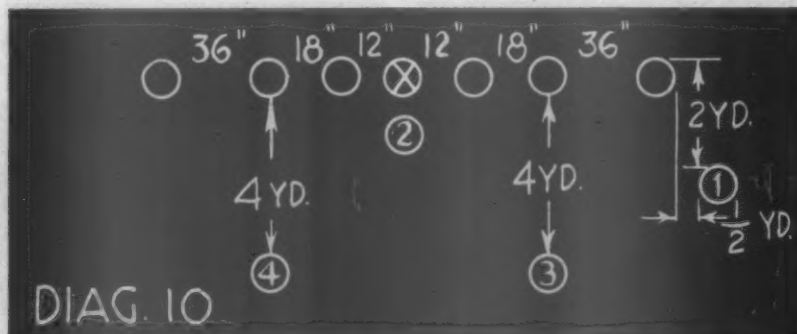
the individual linemen more maneuverability and are necessary for the timing of our plays. They also serve the purpose of screening our plays, screening the course of the play and where it is intended to strike. We also like to use these splits against sliding and angling lines as they create greater gaps in the opposing line and pose a problem to the defense on every play. Our ends split anytime they want to on passes, as long as they run through the alley or in the pattern called for by the play. At times the ends have to split to avoid being held at the line of scrimmage.

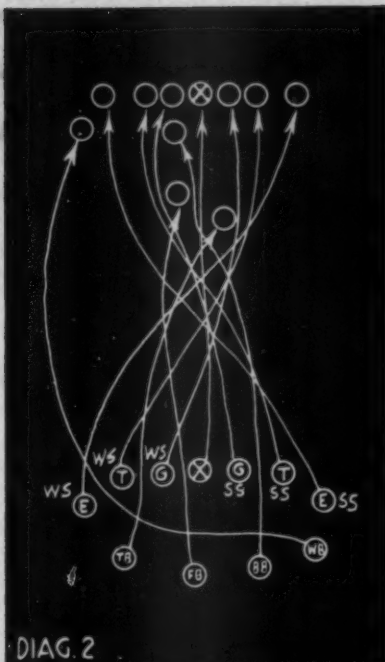
The backs always line up as shown in Diagram 1 at the start of each play. Some of the backs are able to maneuver on their own initiative although we prefer that the quarterback give them this information in the huddle. The quarterback simply takes a comfortable position under the center with the right hand up and the feet placed so that he can front-pivot, reverse-pivot or permit the center to pass the ball out to either side of him to the deep backs. The fullback and the left halfback assume a two-point semi-crouched stance with the hands placed on the knees. The wingback does the same. All of our backs maintain their original positions regardless of how the line splits up front.

In our line-blocking we use the fundamental blocks that any lineman is taught. We use only a few blocks as our time for fall practice is limited, but the few that we employ we try to master to the nth degree. Simplicity is the rule rather than the exception. The fact remains that we have two basic blocks in football. All other blocks stem from the shoulder and cross-body blocks. We use the reverse

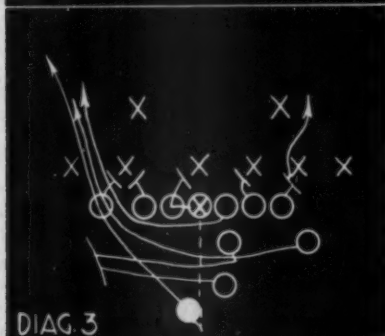
(Continued on page 58)

JOE STANCZYK graduated from Columbia University in 1932 and received his MA in physical education in 1934. He was captain of the freshman and later the varsity football teams. He then became athletic director at Admiral Farragut Academy in New Jersey where he coached football, basketball and track. During the war he served in the Navy as an athletic director.

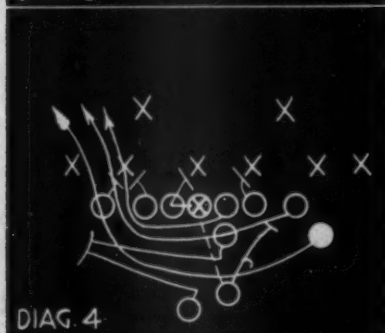




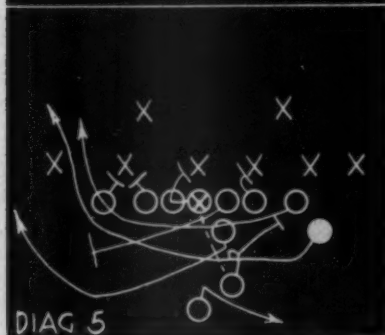
DIAG. 2



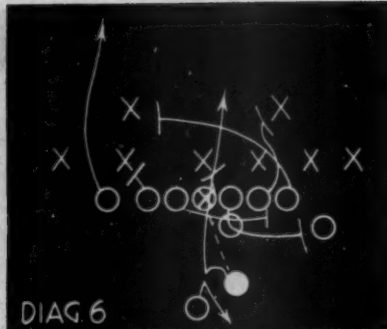
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DIAG. 4



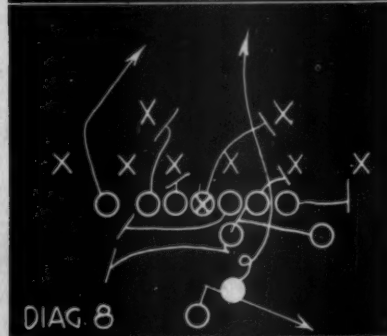
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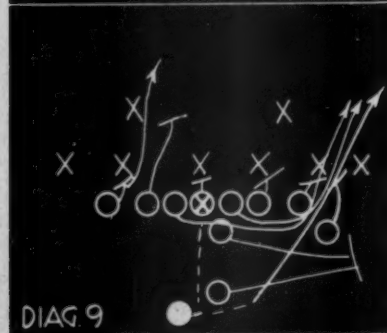
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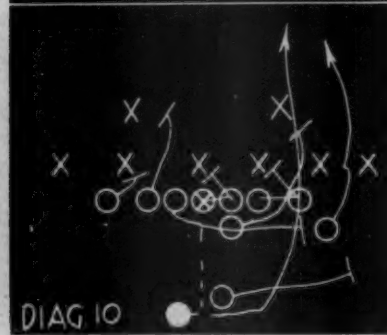
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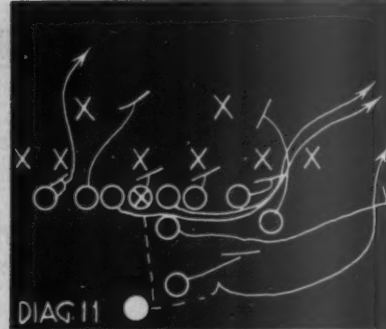
DIAG. 8



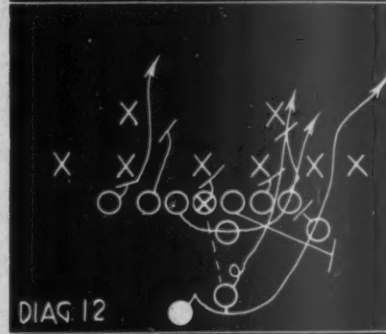
DIAG. 9



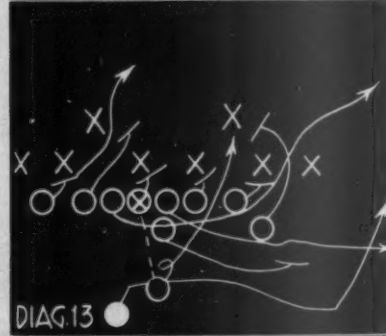
DIAG. 10



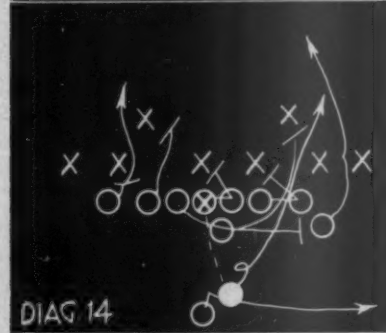
DIAG. 11



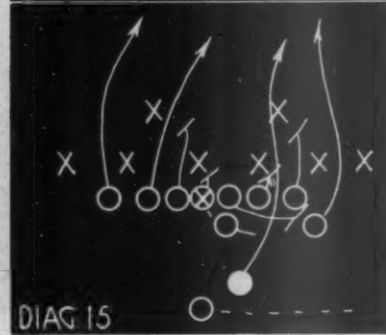
DIAG. 12



DIAG. 13



DIAG. 14



DIAG. 15

2 The Tennessee System

By ALLYN McKEEN

Football Coach, Mississippi State College

THE system that we use at Mississippi State is patterned after the Tennessee system developed by Bob Neyland and is basically the same, but we have deviated in a number of respects. The Tennessee formation is a balanced line single-wing with the quarterback in such a position that he can take the ball directly from the center. He is not directly behind the center as in the T formation but is enough to the strong side that a direct pass may be made to either the tailback or the fullback. (See Diagram 1).

In order to simplify the learning of offensive assignments, we turn our line around when we come out of the huddle into a left formation. In other words, the strong-side end, tackle and guard are always on the strong side regardless of whether we are in right or left formation, and the weak-side end, tackle and guard are always on the short side of the formation. In moving into left formation, our line "peels off" as is indicated in Diagram 2. Naturally, the blocking back, wingback and tailback keep their same positions regardless of the formation. We have only half as many assignments to learn as a team which shifts into right or left formation.

The formation has some of the better aspects of both the single wing and the wing T and a very varied offense may be run. Our plays are divided into three main groups. The first is the direct pass to the tailback or to the fullback. Our tailback runs every hole in the line from outside end on the strong side to outside end on the weak or short side. The fullback hits only between the guards and inside the tackles. On the strong-side plays, the tailback takes a lead on a majority of the plays. We run the optional run or pass, the end run, the off-tackle, and the cut-back inside tackle. We hit through the center of

the line and all the weak-side holes on a fake-pass series.

The second type of play is the spin series. All of the spinning is done by the fullback. The fullback sometimes spins to the tailback and sometimes to the wingback. When we are in formation right, the fullback will step off on his left foot on the straight spin to the wingback and will step off on his right foot when he is either handing off the ball to the tailback, faking to him and then handing it to the wingback, or faking to one or both of the other backs and keeping it himself. In this series we run the tailback to the strong side; the wingback on reverses; the fullback on inside and outside traps and power plays. Both the tailback and wingback pass from this series.

The third group consists of indirect pass plays where the quarterback handles the ball and we operate very much as a T formation team.

On the plays that follow, it will be noticed that we use practically the same blocking assignments on every play that hits a particular hole. There are some variations, but in general we keep the same assignments to simplify the blocking by the line.

As an example, I have diagrammed three plays which hit inside end on the short side. First, is the fake pass, Diagram 3, which is run by the tailback. This is really not a true fake-pass but is actually a power play. The tailback stands up as though he were going to pass when he receives the ball from the center. There is really very little fake and this is done principally as a matter of timing. The other two plays diagrammed are reverses. Diagram 4 is the simple reverse where the fullback spins to the wingback; the other, Diagram 5, is the reverse where the fullback first fakes to the tailback and then hands the ball off to the wingback. With

the exception of the strong-side guard and end, the blocking assignments of the linemen on all three plays are identical. This same policy is followed as nearly as possible on other plays, but naturally, there are variations in the blocking when we hit through the line.

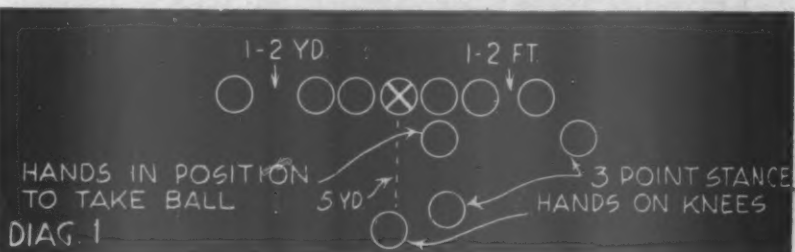
As our quarterback is not in a particularly advantageous position for trapping, we rarely use him for this purpose except on the plays where he blocks the tackle out. We trap the guards with the weak-side guard, the strong-side end or the wingback. An example of each one of these traps is shown in Diagrams 6, 7 and 8.

The plays which we run to the strong side, Diagrams 9, 10 and 11 which hit outside end, outside tackle and inside tackle, start out in the same manner. The basic play is the off-tackle, and we attempt to make the run or pass play, the end run, and the cut-back inside tackle start exactly the same way. We have the tailback fake inside on the outside plays, and on the cut-back inside tackle, he starts virtually straight to the side and then cuts straight back into the line. The tailback takes three steps and then cuts up the field behind the guards on the off-tackle play. On the outside play he takes three steps, fakes in and then runs wide. On all of these plays the first step is taken with the outside foot. On the play inside tackle, the tailback may take three short steps or start out with a cross-over step. If he does not do this his angle will be bad when he starts up. It is important that he turn his head and shoulders to the side and that he does not sidle out. The plays hitting the same holes from the strong-side spin series are also shown, Diagrams 12, 13 and 14. Note the similarity in assignments.

As indicated before, our indirect-

(Continued on page 66)

ALLYN McKEEN graduated from the University of Tennessee and while in school played end on the football teams of 1925, '26 and '27. While practicing law he coached at Memphis State College from 1928-39. Since going to Mississippi in 1939 his teams have a record of 61 wins, 15 losses and 2 ties. His team was undefeated in 1940 and won the Orange Bowl contest against Georgetown in January, 1941.





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Penn's Single Wing

By GEORGE MUNGER

Football Coach, University of Pennsylvania

HERE at Pennsylvania we have been firm believers in the single-wing offense. We believe that in its maneuvers and techniques the single-wing has developed during the past ten years equally to the T formation. I hasten to add that we feel the T formation is an excellent offensive formation, but with the present rules we do not believe it has an advantage over the single wing. We are also more familiar with the single wing and feel that we are better able to teach and coach the single-wing offense.

Offensive Theory

I believe that in the development of any offense it is essential to have plays that, as far as the defense is concerned, might be either running or passing plays. Here at Pennsylvania we like to give direction with the ball to the right and have the play end up to the left. We like to run around the right end and, in a similar maneuver, run around the right end and throw a running pass. We do this with our reverses, and, in the last few years a left-handed wingback, Minisi, has been most successful in combining a running reverse-play with a running reverse-pass. To round out an offense we feel that we must buck into the line and then have a buck pass and a buck lateral-pass which start up the middle and end up around the end. The next maneuver we try to develop is a stand-up pass. This might be a pass or a fake-pass run, or fake a pass and throw a short screen-pass.

Stance and Starts

We believe stance is the first step in developing an offense. Experience has proven to us that a three-point stance is best and so we use it. After stance we work on quick starts and running in balance. We believe that

most boys do not know how to start fast and run hard, therefore we emphasize taking short steps and using the arms much as a sprinter does when starting.

Position of Offensive Players

We use an unbalanced line. We differ from the normal positions by playing our left tackle in the running guard position and our guard in the outside tackle position. We do this for two reasons: first, we believe it is essential in a single-wing offensive to have good reverse strength so as to keep the defense from over-shifting. In the development of our reverse plays and short-side attack we find it necessary to have a fast player leading the interference. For that reason our fastest running guard plays in the outside tackle position. This set-up means that the left tackle is now playing running guard; in the design of our plays we take advantage of this situation and use this player primarily on trap plays.

I suppose all of us have a big husky boy playing tackle who may not have all the speed in the world but who is a fine defensive player and a strong blocker. We have him pull out to the short side and block the end on reverse plays. We have found that without using a fancy block, but taking advantage of his size and aggressiveness, he can successfully block most opponents' ends. Further, we have the left tackle, who is playing in the running guard position, pull out and trap the strong-side defense tackle. This requires our strongest lineman to block the opponent's left tackle as he is normally the best defensive lineman.

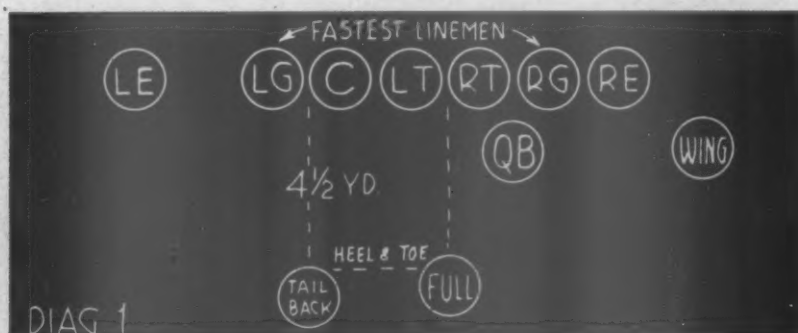
We feel that this position of players on the offensive gives us maxi-

mum single-wing power. When Pennsylvania shifts from right to left formation, each player shifts over to the same position in left formation that he plays in right formation. We believe this helps simplify play assignments so that a player on each play, whether it is right or left formation, has the same assignment, the only difference being he must block with his right shoulder instead of his left, or cross-body block with his right side instead of his left side.

Offensive Blocks

We believe that it is better to concentrate on two blocks: the shoulder block and the cross-body block. We go over our offensive plays very carefully and determine exactly what blocks are required for each position, then we teach a player only the blocks required to carry out his assignments for his particular position. In our group practice-drills, the wingback, for example, will practice his shoulder block on the defensive tackle. This block is required in our offensive tackle play, which is numbered 42. In teaching and drilling the wingback on his shoulder block on the tackle, the coach calls it the 42 block. In this way we impress on the player the association of the particular block with the play and thus find it very easy for players to remember their assignments on each play. The wingback's block on the end sweep is a cross-body block on the end. This play is number 51. In practicing this block we talk to the wingback about his 51 block. This same technique and procedure is followed by all of our coaches with each particular position and I believe it is of great aid in developing our offense.

GEORGE MUNGER starred in both football and track while attending the University of Pennsylvania. In track he won laurels in the decathlon and in football he was varsity halfback for three years, 1930-32. He was freshman coach at Penn before becoming varsity coach in 1938. In ten years his teams have won eight Ivy League crowns.



Offensive Tactics in Six-Man

By M. L. RAFFERTY, JR.

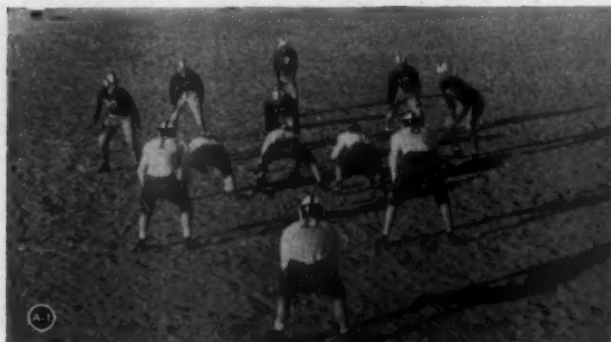
Athletic Director and Coach, Trona, California, High School

A team with a pass attack but without a running offense cannot beat a team that has both.

Upon this rock has foundered many a promising six-man team. The theory,

so popular in some sections of the mid-West, that the six-man game is exclusively a passing game, a hybrid offspring of basketball and football, simply cannot stand up under the

spotlight of experience. True, many six-man plays do remind the casual observer of basketball, but I can recall watching the great Southern Methodist University eleven-man team



of 1935 and thinking the same thing. Individual plays may be borrowed from basketball; entire offenses cannot.

Illinois and Wisconsin in particular specialize in this so-called "basketball offense." An example of this sort of "dipsy-do" football is contained in Series A. The ball goes back to the full in punt formation on third or fourth down. The entire offensive line breaks deep, sucking the defensive secondary back with them. The charging defensive line, anticipating a punt, charges in to block it. The full waits while his half and quarter fake blocks at the oncoming ends and then break wide into the flat. Then, just over the head of an oncoming lineman, our fullback floats an easy pass to either his quarter or his half, depending on which looks more in the clear.

Under six-man rules the receiver of this pass back of the line can pass again, this time far down the field to one of his linemen, or he can run with the ball. Who will tackle him? Not the defensive lineman; they are *behind* him. Not the defensive backs, at least not immediately; they have been decoyed far down the field by the offensive ends and center.

Looks good, doesn't it? Well, it is good enough to win a game practically by itself. Used properly, in conjunction with a strong, hard-hitting running attack, it may break up many games. But, like all pass plays, it can be stopped. The defensive ends can be coached to follow the half and quarter; the center can rush the passer. The latter, unable to run the ball, is apt to wind up smeared for a loss.

What is true of one "basketball" play is true of all of them. Each, given proper scouting and diagramming, can be smeared by an alert opposing team. But what kind of scouting and diagramming can prevent the play pictured in Series B from slamming between center and end for varying amounts of yardage?

This is California football. In Series B, the White team runs from a single wing, with the fullback carrying the ball. The ends line up close to the center to prevent the opposing center from breaking fast between them and spilling the play. The right



M L. RAFFERTY JR. lettered in football and rugby at U.C.L.A. His six-man teams at Trona have been undefeated since 1941 and untied since 1942. This article is the last in a series of three, the others appeared in the April and June issues of this year.



end and center, at the snap, gang up and "high-low" the defensive pivot man out of the way of the ball-carrier. The strong-side defensive end is slammed wide by the offensive half-back as he charges in, and his team mate on the weak side is check-blocked by the offensive left end. In the third picture, the quarterback, leading the interference, cuts to the right and takes the defending half-back, while the ball-carrier cuts with him and breaks for the goal line.

This is football, not basketball. The only way this play can be stopped is by a defensive center who can torpedo the interference sent his way and clog up the hole, and by defensive ends who can handle the blockers thrown against them and knife in quickly to pile up the play before the runner can break through the line. The line that *charges* the hardest will make or break this play, and that's football.

If the opposition is drawing its defensive secondary in to stop line drives and instructing its end to cut in on every play, an end run from the identical single wing is called to teach them a lesson. Series C illustrates such an end sweep. Notice the manner, again, in which the defensive center is boxed in and rendered helpless by two offensive linemen. The strong-side Black end is hit by the White halfback who throws a hard, rolling body-block on him to knock him out of the path of the play. Then the ball-carrier is sprung past the scrimmage line into the clear, with the White quarter (No. 8) in a position to take the first secondary defender who charges up for the tackle.

By this time, a few salient features of our system should be apparent. One is the use of a *solid* offensive forward wall. We bring in our ends, toe to toe with our center. By all odds the hardest defensive man to handle, potentially, is a charging center. He can take up a position to one side of the offensive center, thus:

X X X (defense)
O O O (offense)

and charge in at the snap, with little danger that the offensive center can reach him in time to delay him. He is in the backfield, almost at the same time that the ball gets there and can play hob with any play the offense is attempting to execute.

There is only one way to keep him out. That is to confront him with a wall which he can not break through. To keep the defensive center out, line your men up like this:

X X X (defense)
O O O (offense)
ece

The center *could* go 'way out, past the

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offensive left end, and charge in from there, but look at the gaping hole he would leave for line plays. Besides, he would nullify the value of one of his own ends by pushing him so far to one side that he could not possibly get in in time to affect the course of any play.

But doesn't this formation leave the defensive ends free to charge in and break up the plays?

No. Let's take a look.

Suppose our White team is running a line play or end run to the right of the White center. The weak-side end on defense would thus be number one.

As number one charges in from his flanker position, the left end simply pivots to meet him, hits him with a standing shoulder block, and delays him long enough for the play to be run to the right.

Number two, the center, is taken by the center and right end. Number three, the strong-side end and key-man, is taken by the halfback, who takes two steps wide (as diagrammed) and then cuts back with a hard, fast body block. Whether he blocked the end in or out would depend upon whether the play was intended to go through the middle or around the end.

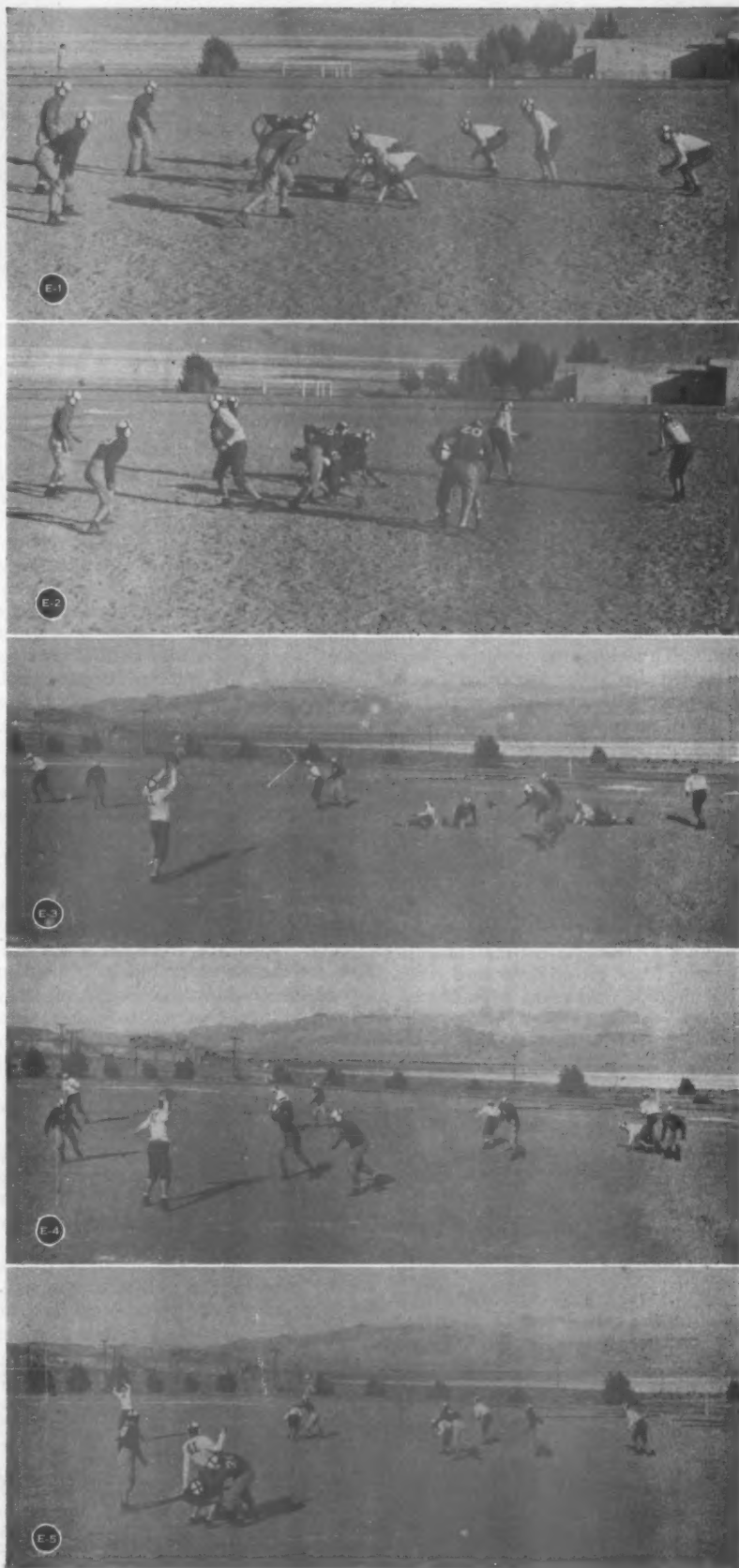
When one of my ball-carriers gets past the line of scrimmage he always has one blocker—usually the quarterback—in front of him ready to take the first secondary tackler to come up. If you have a fast, shifty fullback, it is usually sufficient to spring him past the line and provide him with a "key" blocker.

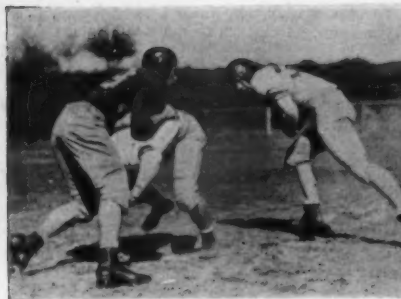
Another "must" in the single-wing style of offense is the optional pass play. Every passing play should be so constructed as to work off a running play and allow the ball-carrier to *continue running* if his receivers are covered. Series D shows how a pass play is run off an orthodox end run:

In this case, the right end and halfback go out, one deep, the other short. The fullback has received his clear pass and is free to run if both receivers are covered.

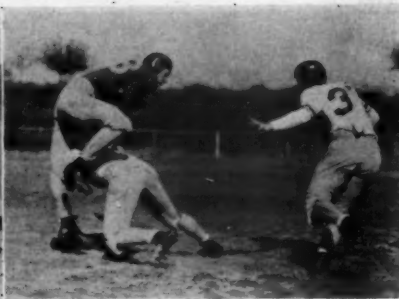
The T should be used by a fast, light, experienced squad. It is deception—quick opening plays, smooth ball-handling, double reverses. *It is not power.* No power plays, strictly speaking, are possible for a six-man team using the T. The two tailbacks, separated as they are, make it almost inevitable that one of the six men will be out of each play. Usually, on a tricky, deceptive play, that man will be the ball-handling quarterback. The T is much less effective in six-man

(Continued on page 72)

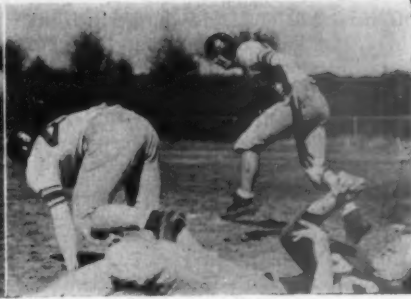




Angle on line-backer.



Back follows his block.



Blocker recovers.

Downfield Blocking

By TRUETT OWEN

Football Coach, Fort Worth, Texas, High School

DOWNFIELD blocking is an important factor in any team's offense, but we cannot forget the blocking that precedes the downfield block. Blocking opportunities may present themselves from practically any situation in the course of the game. The thing we want to do is to profit from the opportunities as they present themselves.

We think the greatest asset to teaching downfield blocking is speed and the ability to cut the defense man off from the ball-carrier. Our boys think they have failed on the play if they attempt only one block. They take personal pride in their first assignment, then team pride in being downfield to help get that extra yard.

As we start our training season, we attempt to teach downfield blocking as part of our group work and gradually mold it into team work. In our

group work we start the linemen working together as our backs are working together in another group. Each blocker is shown the advantage of maneuvering himself into position to get the proper blocking angle on the opponent. Much time is spent showing the boy all the different reactions of the defense under game conditions. Without the proper blocking angle, the downfield blocker cannot operate with any degree of success. The blocking angle is the position we like the blocker to obtain so that he can work on his opponent at his weakest point. As the blocker reaches this angle, we then drill him on the block to use.

We speak of the line-backers as the first wave of the secondary. As the blocker gains his angle, we teach him to use the shoulder block, as used in close-in blocking, moving him away from the ball-carrier to either side.

We always stress that the blocker should block *through* his man. After we leave the first wave, our assignments are given in zones instead of individuals. As we proceed to the second wave of the secondary in drill work, we always drill against moving targets so that the boys may get a good idea of openfield blocking under game conditions.

Another secret of a good downfield block is the ability of the ball-carrier to "make the block for the blocker". The backs are drilled in the art of "setting up" the defense man, then following his block. As this work proceeds we bring the backs and line-

men together so that they may be drilled on the procedure of working together.

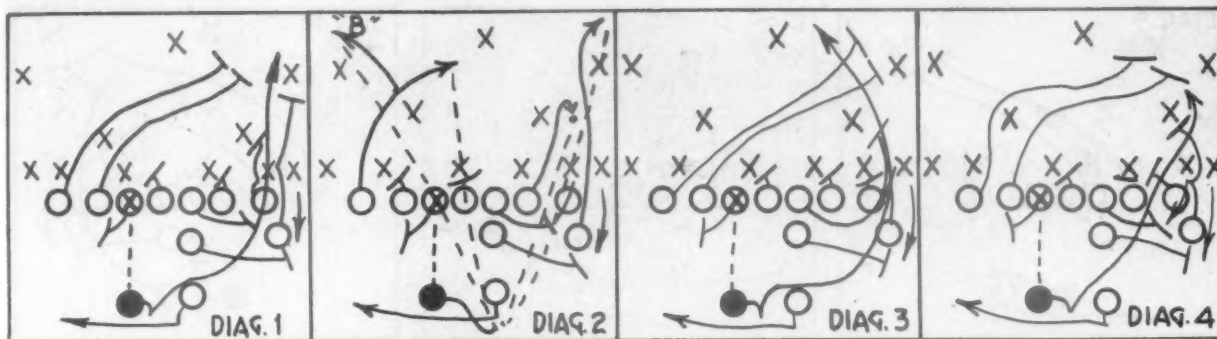
We use a simple drill (shown in Diagram 1), to teach the blocker, ball-carrier, and defense man to do their parts. The ball-carrier gets behind his blocker about three to five yards. As they approach the defense man, the blocker makes contact with him and the ball-carrier cuts in the direction the blocker puts his head. Our blockers are taught to use the shoulder block so if they miss with the shoulder they can roll into a rolling block. If we can keep the blocker on his feet, he is in position

(Continued on page 75)



In pictures to the left the back sets up his block. Note: blocker has lost control of his body. The second picture shows the blocker blocking through his man. The pictures to the right illustrate a good turn-back block.





QUARTERBACK STRATEGY

by Nelson W. Nitchman
UNITED STATES COAST GUARD ACADEMY

NELSON NITCHMAN graduated from Union College in New York in 1930 where he was a three-sport man in football, basketball and baseball. He coached football and basketball at Union for ten years. Going to Colby College in Maine he coached the football team to its first state championship in 18 years. He entered the service in 1942.

EACH successive year finds fewer and fewer coaches compiling cut-and-dried charts for their quarterbacks. Most of this has come about through the introduction of wide-open offensive play and, more recently, through the employment of shifting defenses. There still are some more or less general facts, however, which the quarterback should know thoroughly in order that he may direct the team with the greatest proficiency. We have made convenient use of charts for instructing our quarterbacks in the style of play to use in meeting the various defenses; in teaching the proper operation of the offense against certain team and individual tactics and in teaching routine procedure in certain areas in the field. These charts are shown on the opposite page. It is of utmost importance that the quarterback know all plays, both from the standpoint of assignments and sequences. The coach may easily outline the sequences, indicating the follow-up if the adjacent line-man, line-backer or halfback makes the tackle against the initial play in the sequence. Diagrams 1-4 will serve

to illustrate this type of maneuver.

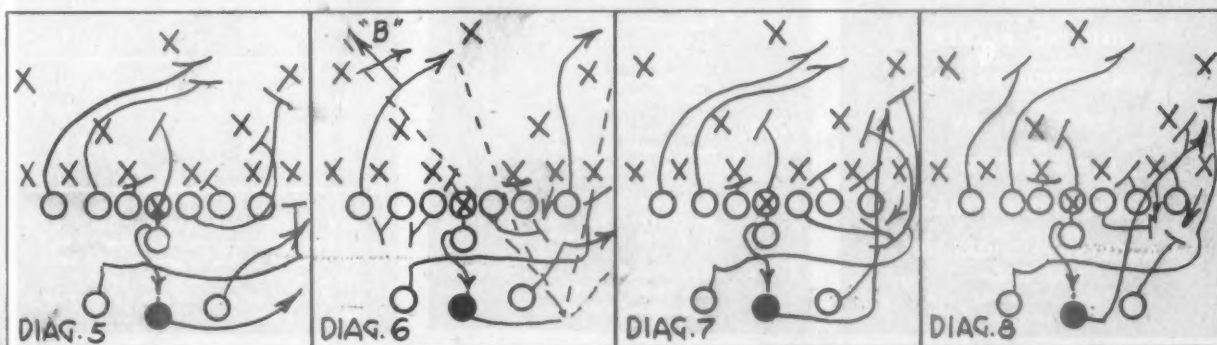
Diagram 1 shows a sweep against a crashing end. If the defensive left halfback or fullback stops this play, the pass shown in Diagram 2 may be utilized. If the defensive right halfback is a drifter, the offensive left end may exercise option "B" on this play. If the left end on defense drifts against the sweep, the off-tackle play shown in Diagram 3 may be run. If the defensive left tackle drifted or crashed in hard against the play originally run, the trap play shown in Diagram 4 is the logical sequence. A similar set of plays, if a team is employing the T formation, are shown in Diagrams 5-8.

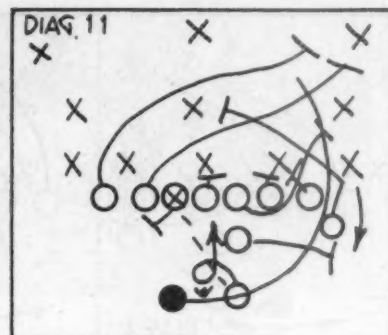
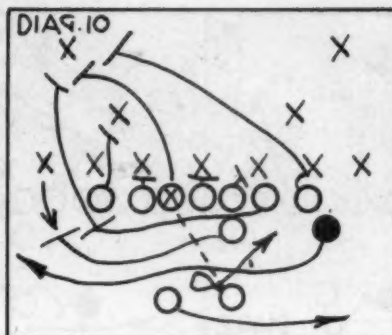
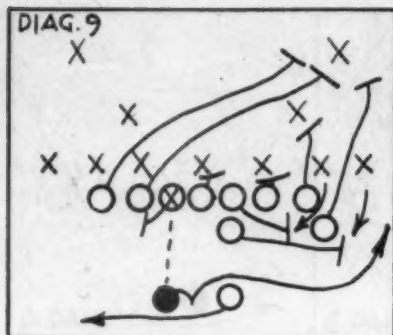
The quarterback should know the style of play that the defense favors. He should know in advance the individual weaknesses, possible gaps in the line, and the proficiency with which certain defense men play their respective positions. During the contest the quarterback should make every effort to detect any changes in the opposing team's tactics. He should observe this by noting who makes the tackle, or by questioning his team mates as to the spacing and defensive

reactions of the men opposite them. In this connection, he must never let his team mates tell him what play to call but he should encourage their conveying any information about the opponents' individual strength or weakness.

In football today there are many different defenses and the quarterback should have a clear picture of how each operates, where it is strong and where weak. The accompanying chart will help him visualize the good and bad points. He should follow this by drawing clear-cut pictures of the spacing and charging of the defense men. To climax his preparation, a coach should have his quarterback direct the team repeatedly against these various defenses.

A diagram may show him most clearly the result of a six-man line shifting heavily to the right or left. Here the heavy side presents a seven-man line spacing, leaving a five-man spacing on the opposite side of the de-





fensive line. As the quarterback gets a picture of these defenses with relative spacing, it becomes necessary that he clearly understand what series will net the best results against these varied defenses. Assuming that we are attacking from a single wing against a seven-man line, it should be shown why, in a series faking to the short side, it is best to run the strong-side defensive end and, conversely, why a series faking to the strong side, terminating in a sweep to the short side, will prove most effective in that direction against a seven-man line. Diagrams 9 and 10 illustrate this. Faking to the short side, as shown in Diagram 9, has better drawing power on the defensive left end on such a play than a direct (or fullback feed-

ing left half) series would have.

Faking to the strong side, as shown in Diagram 10, has better drawing power on the defensive right end on such a play than a direct play or a play from the series previously diagrammed.

It is well for the coach to diagram all his plays against the various defenses; and show by diagrams and charts what plays from the different series will hit best wide or inside.

The quarterback should then be shown the effects of the fakes from the several series on a five-man line. To hit off-tackle or to trap the defensive left tackle against a five-man line, it is more advantageous to have a strong-side fake, and, by the same token, to run outside or inside the de-

fensive right tackle, it is best to employ a short-side fake. See Diagrams 11, 12, 13 and 14.

The quarterback should hit the weakest available spot (1) on first down, (2) to make a first down, and (3) to score. He should not attempt to run plays which prove unsuccessful during a particular game. He should know that, when his team is near the left side line, the best spots to hit are inside the defensive left tackle who will favor the heavy side of the field, or outside the defensive right tackle who will charge more to his inside.

We can no longer have set rules on passes, but a few hints on when to pass or when not to pass are helpful.

(Continued on page 58)

AGAINST TEAM, INDIVIDUAL TACTICS

FAST CHARGING

Cross-block and trap

SLANTING

Cross-block and trap with slant or reverse opposite slant

SLIDING OR LOOPING

Wedge

SMASHING END

Sweep

DRIFTING END

Off-tackle

DRIFTING TACKLE

GUARD OR OVER-SHIFTED GUARD

Cross-block

DRIFTING SHORTSIDE

Reverse

WAITING BACKER

Run wide

DRIFTING BACKER

Cut-backs inside

AGGRESSIVE BACKER

Fake-back pass

DEEP TERTIARY

Run

CLOSE TERTIARY

Pass

AGGRESSIVE HALFBACK

Running Pass

AGGRESSIVE SHORT-SIDE HALFBACK

Pass to short-side end faking in, going out

AGAINST VARIOUS DEFENSES

TIGHT 7, Run Wide

LOOSE 7, Run Inside

TIGHT 6, Run Wide

LOOSE 6, Run Inside

TIGHT 5, Run Wide

LOOSE 5, Run Inside

7-1-2-1, Trap Strong; Side Tackle, Veer Back, Buttonhook or Running Passes

6-2-2-1, Normal Application of Plays to Determine Weaknesses

5-3-2-1, Run Sweeps Quickly, Trap Tackles, Run Off-Tackle, Pass Long (Spread Line to Loosen Defense)

7-2-2, Long Pass (3 Men Deep), Flex Ends To Burden Deep Men.

6-3-2, Long Pass (3 Men Deep), Flex Ends To Burden Deep Men.

5-4-2, Long Pass (3 Men Deep), Flex Ends To Burden Deep Men.

FIELD CHART

Goal Line

Drive team hard and fast using new plays, scoring passes. Try for touchdown on first, second or third downs using best back first. Try for first down on fourth down. Place-kick to give lead if scoring is difficult or to increase lead and insure win.

20

Do not give up the ball here. Use best play first.

40

With fourth down and one yard needed always kick unless there are unusual conditions. Kick out of bounds against a good safety unless day is wet or sun is in eyes. Kick high and short if safety is erratic.

50

Get out of here using long gainers or long passes.

10

Kick on first down generally. Don't kick on first down if ahead near end of half or game, if ball is in bad position or if there is little danger of a safety. Use punt formation play or sure gainer from regular offense.



*Truest Story
Ever Told...*

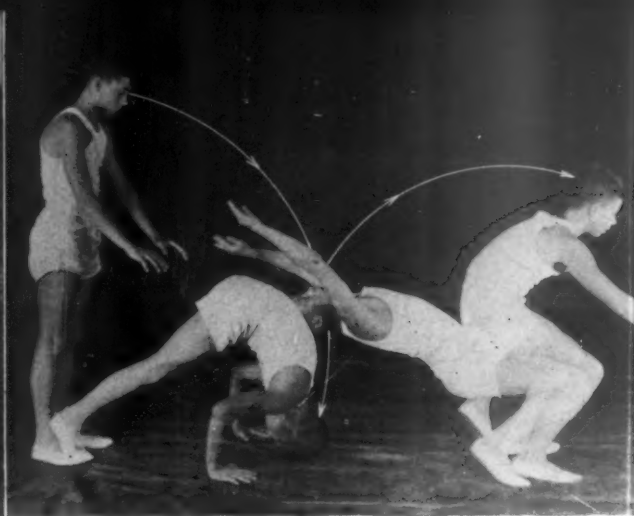


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Teaching and Coaching Can Be Easier

WHAT the Army and Navy did during World War II, and what industry is doing every day to effectively and rapidly teach skills to large groups, is now being done for physical education and athletics.

At the annual convention of the American Association for Health, Physical Education and Recreation held in the Municipal Auditorium in Kansas City last April, more than 2,000 school, college and recreation leaders enthusiastically witnessed a "sneak preview" of an entirely new sports and physical education teaching aids program designed for group instruction either in the classroom or gymnasium.

Introduced by the Athletic Institute, a non-profit organization devoted to the advancement of athletics and recreation with headquarters in Chicago, the new program was launched following a two-year study by that organization to discover a satisfactory, low cost audio-visual teaching aid for the thousands of low-budgeted school, college and recreation programs. The reaction on the part of the more than 2,000 delegates to the Kansas City convention was convincing proof that the Institute's plan was an excellent answer to their study and to school needs.

A Completely New Program

Definitely new in several of its aspects as far as physical education and athletics is concerned, the Athletic Institute's program, known as *The Beginning Sports Series*, will be a complete series of teaching aids cover-

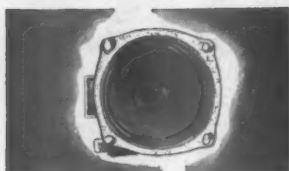
ing as many as 25 to 30 separate subjects. Included as a part of *The Beginning Sports Series* will be slidefilms,* accompanying transcribed or recorded lessons, comprehensive instructors' guides and sets of unique student pocket booklets—that reproduce the contents of each slidefilm for the student. Extremely important and definitely new in its trend, is the fact that every phase of the program is to be made available at actual cost. This unusual aspect of the plan was explained recently by Colonel Theodore P. Bank, president of the Institute, when he stated: "During the next four to five years the Athletic Institute will spend an estimated half million dollars producing subjects requested and needed by school and college coaches and instructors. Not a cent of this money will be recaptured under the program. The slidefilms, transcribed lessons, instructors' guides and the student pocket booklets will be made available at actual cost prices."

Program Based on the Consensus

Making absolutely sure that its program would represent exactly the type of subject matter "requested and needed" by schools and colleges, the Athletic Institute conducted a nationwide survey of more than 16,000

(Continued on page 48)

* The slidefilm is a roll of still pictures, 35mm in size, arranged in sequence. Often referred to as strip film or film strips, slidefilms are of two types; sound and silent. The sound slidefilm is accompanied by a recording or transcription which explains the pictures. The silent slidefilm is accompanied by a printed explanation of the pictures.



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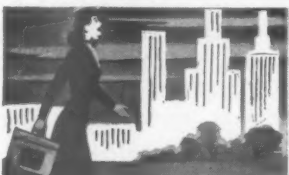
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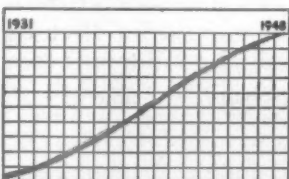
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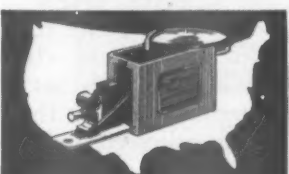
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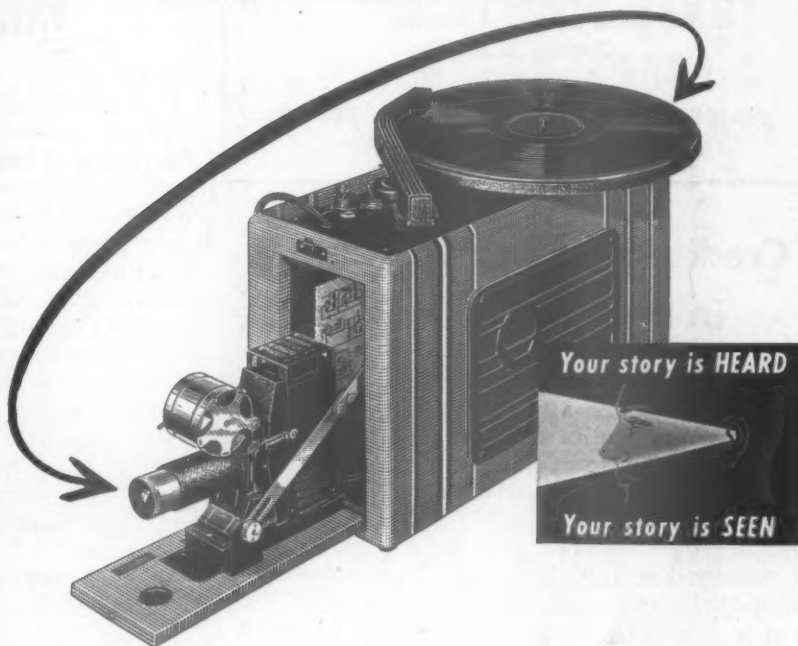
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Where To Buy Illustravox—Through special cooperation with the Athletic Institute program, Illustravox sound slidefilm equipment may be obtained by teachers, coaches and physical education instructors at attractively lower prices. For full details write to the Athletic Institute, 209 S. State Street, Chicago 4, Illinois.

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The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

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Founder

JOHN L. GRIFFITH

Publisher

Credit for Military Training in Physical Education

RECENTLY the College Physical Education Association issued a memorandum to presidents of colleges and universities in the United States. This memorandum asked that a careful study be made of each individual case where credit for physical education or excuse from physical education is requested. The military experience is to be measured against the college program to determine whether or not credit is to be granted. This is as it should be. Each college should review requests of this nature in the same manner that requests for credit in academic subjects taken while in the military are reviewed.

It must not, however, be, erroneously assumed that all such requests should be rejected. The armed services employed some of the best brains of the physical education field to direct their physical education programs. In many instances a recruit, in five weeks training, underwent a far more rigorous conditioning program than many colleges require in a full semester of this type work.

The association further feels that on such campuses where military or naval units are established, military training should not be substituted for physical education and that the physical education program should be conducted by the college department.

As for the first of these beliefs, it would seem that the association should first take the matter up with the American Association of Health, Physical Education and Recreation. A majority of the members of the College Association are,

quite understandably, members of the larger group. A vast majority of secondary schools that offer an R. O. T. C. course give credit for physical education to members of the corps. Whether this is proper is not for us to say, but if, as the College Association believes, it is undesirable, let them take steps first in the secondary field where it is more often the policy than not.

With the military training again largely in the hands of the professional military, there is no question but that physical education for military and naval units should be left in the hands of those trained in this phase of education.

Intramural Golf

THE results of the first intramural golf promotion sponsored jointly by the Athletic Journal and the National Golf Foundation were most encouraging. A total of nearly a thousand intramural golf tournaments were held throughout the country. As was to be expected, the heaviest response came from the states that have the greatest number of golf courses. New York led with a total of eighty tournaments followed by Illinois with seventy-two; Michigan, forty-three; Massachusetts, forty; and so on down the line. Only four states failed to hold any tournaments at all.

The primary purpose of the intramural tournament plan was to aid schools in adding golf to their program. Sixty-four per cent of the participating schools indicated this was the first year that golf was included in their sports program. Of the remaining group who had previously included golf in their sports program, 98 per cent indicated the materials furnished were instrumental in creating interest and greater participation in the game. Ninety-seven per cent indicated they will hold a tournament again during this school year.

As was expected, the biggest obstacle to a golf program was the lack of facilities. Even this failed to stop some administrators, for as a coach of a small Wisconsin high school reported, "We have to travel seven miles to get on a course, but had good response this year in spite of travel hardship."

We of the Journal and the Foundation are aware of the prevailing attitude of some golf clubs in regard to permitting students access to their grounds. The Foundation has, quite naturally, a wide acquaintanceship among golf clubs, both public and private. It is suggested that dates for your tournament or tournaments for this year be tentatively set, and this followed by a meeting with a committee from the golf club. It should be pointed out that today's students will be tomorrow's golf club members. One principle objection to students playing golf courses is the lack of knowledge of rules and etiquette. It would be well to

(Continued on page 85)

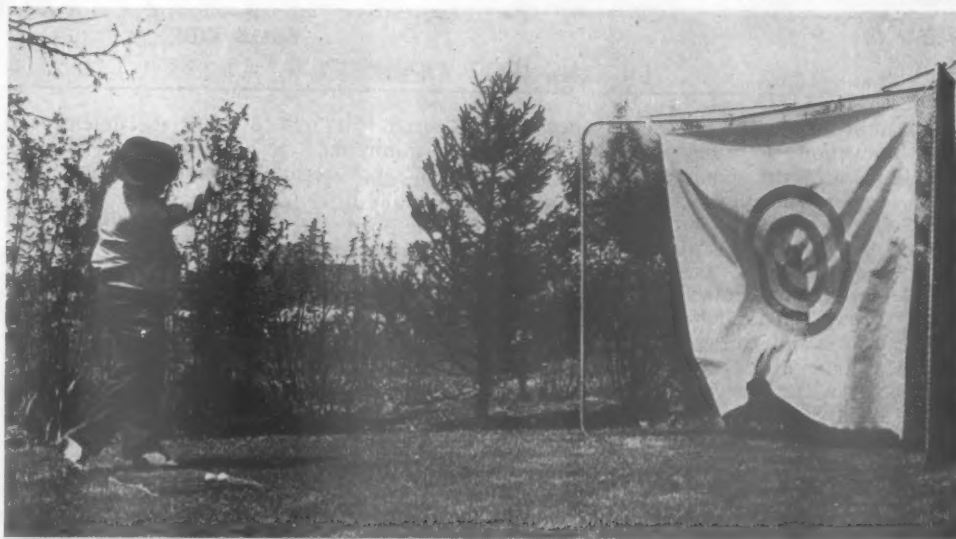
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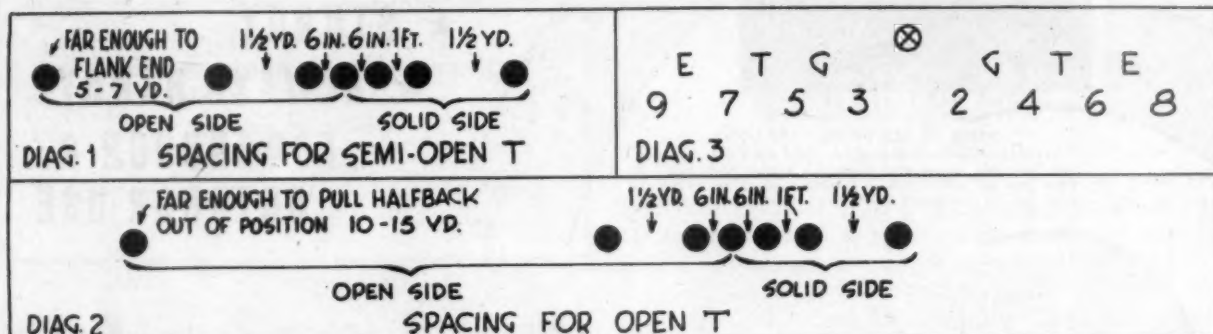
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is your T TOO TIGHT?

By AL BARWIS

If so try loosening it up using the Brown method. We refer, of course, to the Paul Brown theory of flankers, etc. This worth-while discussion of the All-American Champion's offense is prepared by Al Barwis, formerly coach at Riverside Brookfield, Illinois, High School and now doing graduate work at Northwestern University.



ONE of the most recent and most effective innovations to appear on the football horizon is the opening of the T, with one solid side and one open side used in conjunction with flankers and a man-in-motion. Paul Brown and two of his staff, Fritz Heisler and Blanton Collier, instructed at the Kalamazoo Clinic and converted many cautious and conservative coaches to the use of the open T. Some T coaches will adopt it altogether, some in part. A few single-wingers switched altogether, throwing their spinners and tailbacks overboard, while other coaches gave their power football a new look with an open side.

Perhaps loosening up the line, or a man-in-motion, or flankers are not new in football, but the Cleveland Browns use them almost entirely and with great success. Heretofore, coaches have spent many sleepless nights trying to devise a means to meet changing and varied defenses. With

the open T the coach will reduce varied defenses to a minimum.

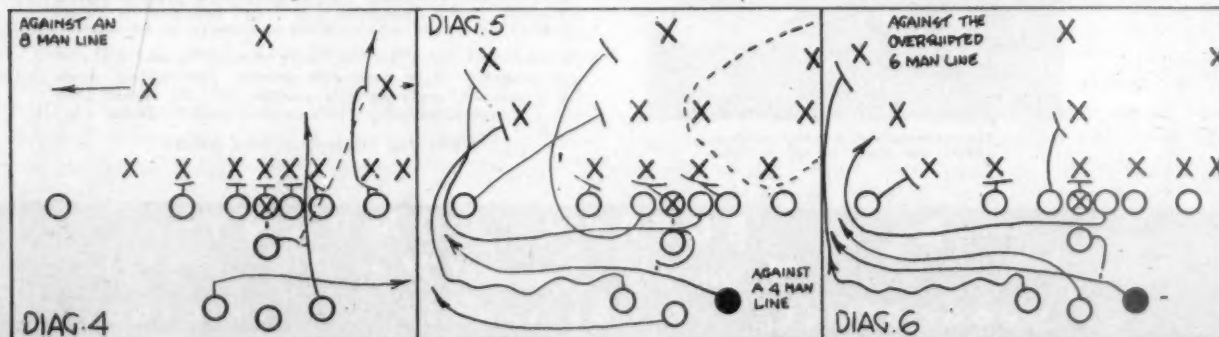
Diagram 1 illustrates the semi-open T. The solid side does not differ from the regular T. On the open side, the left guard is six inches from the center, the left tackle is one and a half yards from the guard, and the left end is from three to seven yards from his own left tackle, depending on how far he must go out to be able to flank the defensive end. The further out the flanking end takes the defensive end, the less the defensive end is able to engage in off-tackle smashes and rush the passer. When the defensive tackle moves with the offensive tackle it means that the left side of the line is inviting a thrust through the gap. The open side may be either on the left or right side.

Diagram 2 shows the Cleveland Browns' open T. All positions are the same as the semi-open except the offensive left end who is out from ten to fifteen yards—far enough to

pull the defensive right half out of position and force the defense to compensate. When the flanking end in the open T has pulled the defense over, the Browns strike in that area.

The Browns have a unique system of numbering. The defensive holes are numbered like many other systems, as shown in Diagram 3, but the first digit denotes the type of play. The teens denote the power series, the 20's are the halfback fakes or quick opening plays, the 30's are the traps, the 40's are the counter plays and the 80's to the 100's are the passes.

A coach, in the process of adapting measures against changing defenses, should weigh the merits of the open and semi-open T against other systems, and consider the burden of three or four assignments for each play necessary to meet changing defenses. With the open T, the offense forces the defense to play the way they want them to play, thereby les-



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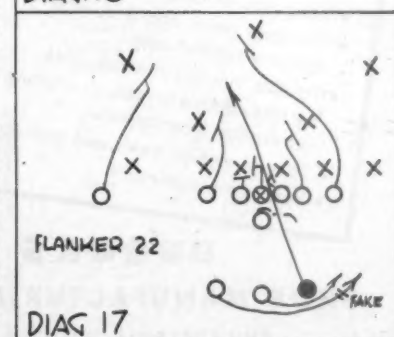
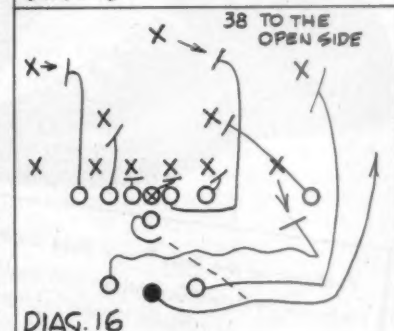
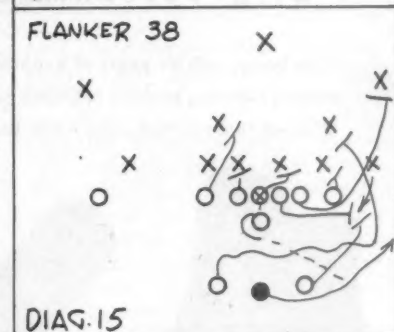
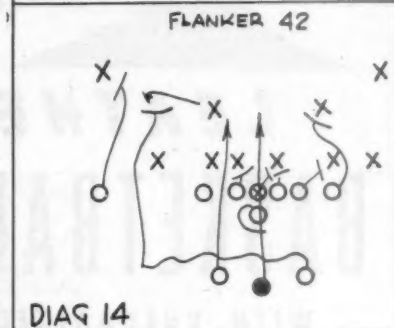
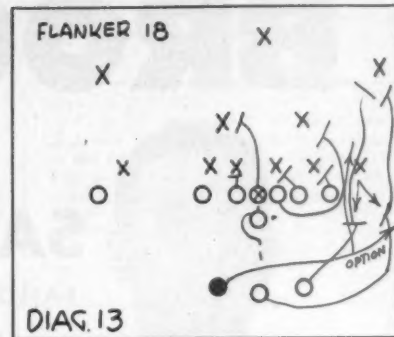
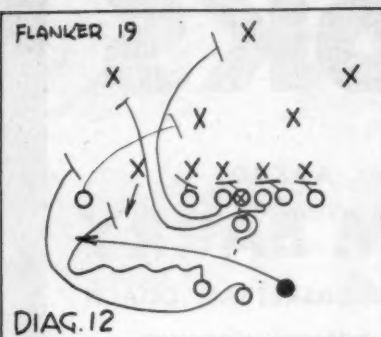
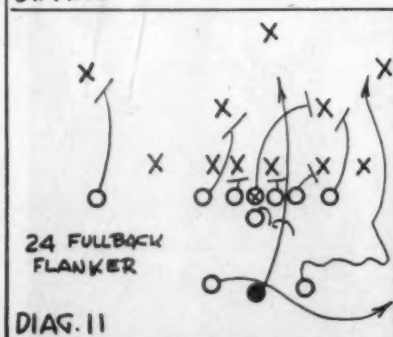
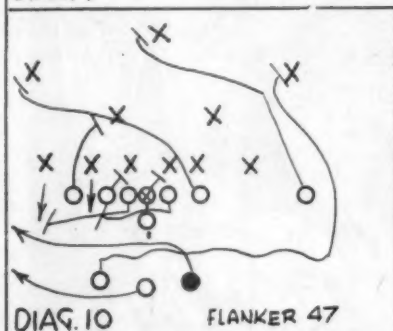
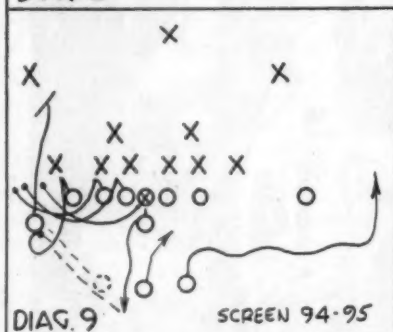
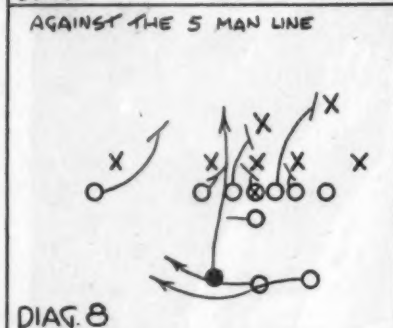
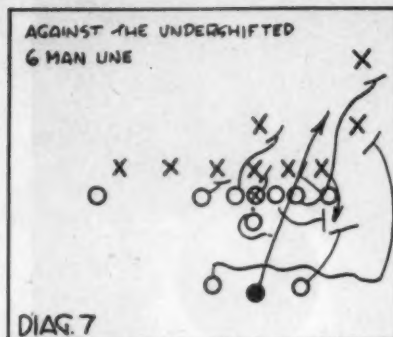


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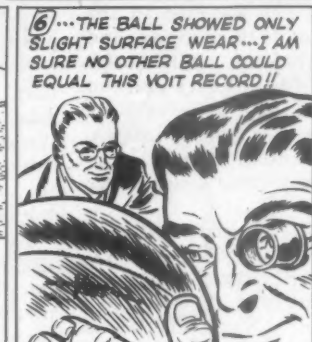
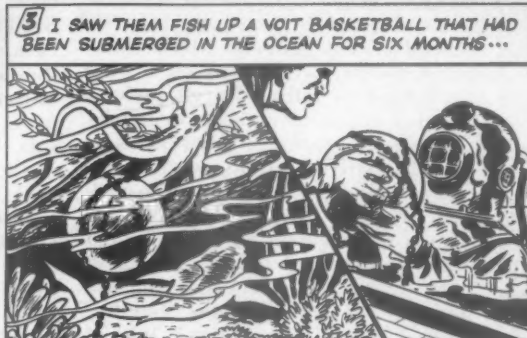
In Diagram 4, the defense is in an eight-man line. If the left end is flanked out fifteen yards, or far enough to make the defensive half-back cover him, and if a man is put in motion forcing the other half-back to cover him, there is no one to back up the line. Either the offensive fullback can break through and run practically unopposed to score, or the right end or a fleet back can take a short pass and do the same. Then, if the center and fullback pull to cover, a regular six-man line is produced and most plays are designed for a six-man line.

The Chicago Cardinals, in last season's National League championship, utilized the Eagles' eight-man line for three touchdowns. Angsman and Trippi broke through the line and, since the Eagles had no linebackers, both Cardinals ran long distances to score. Diagram 5 shows how a four-man line might be outflanked by the open T. Four men, the defensive fullback, left end, left tackle, and left half are out of the play without being blocked. Yardage can be piled up as long as the offense skirts the ends.

Some teams over- or under-shift their lines to confuse assignments and to meet strength with strength. Diagram 6 illustrates the blocking used against an overshifted six-man line which will yield to flanking on the open side. Diagram 7 exhibits blocking that will make a play work repeatedly against an undershifted six-man line. The play in Diagram 7 may also be worked against a tight six-man line.

Diagram 8 makes apparent the weakness of a five-man line used against the open T. Notice the wide gap between the defensive guard and tackle on the defensive right. Also note the blocking angles that the guards have on the defense. As long as the defense stays in the five-man line, yardage can be made through

(Continued on page 48)



REMEMBER! VOIT-

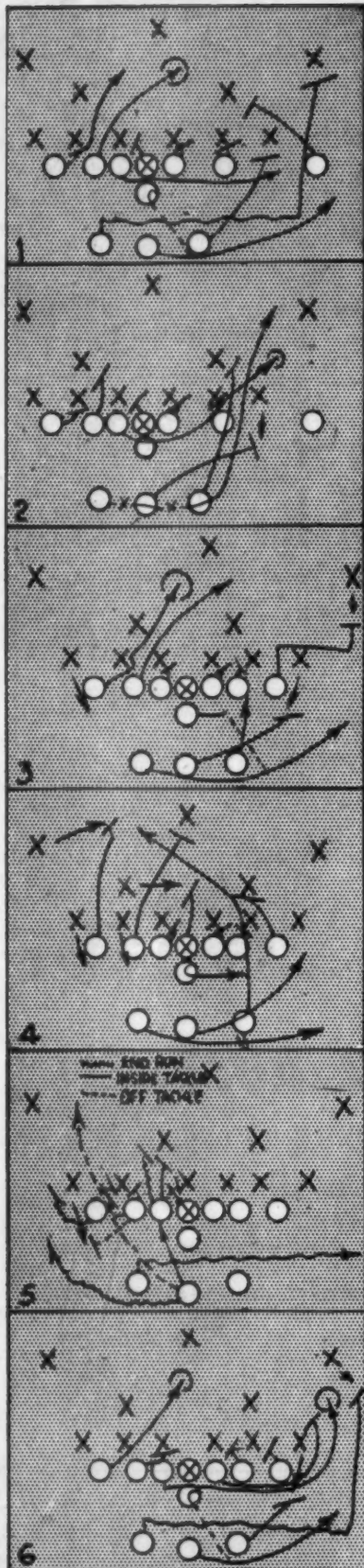
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The Fullback In The T

By RAY NOLTING

Football Coach, University of Cincinnati



HOLDING a prominent place in the dreams of almost every T-formation football coach (even ahead of the beautiful one of having a team that, just once, executes an off-tackle play perfectly!) is the burning desire for a truly great fullback.

This dream fullback who is conjured up nightly by coaches during the season of falling leaves, perhaps as an antidote to nightmares involving blocked punts on goal lines or similar terrifying events, usually possesses the physical and mental grid-iron attributes of the great fullback, "Bronco" Nagurski of the Chicago Bears professional team.

In my opinion Nagurski, and another player named Norm Standlee, were "tops" in the fullback line of endeavor. Both men weighed in the neighborhood of 240 pounds and they both could run. When 240 pounds of aggressive fullback also can run, in the backfield sense of locomotion, you have a potent weapon for offensive football which is so striking that even line coaches are impressed.

Realizing, however, that fullbacks like the men mentioned are the exceptions and that most aspirants to the fullback slot just do not have the attributes of a Nagurski, the T-formation coach is forced into the realistic effort of molding his fullback to fit his other backs.

The T formation, as used by the majority of coaches, demands that halfbacks be used to block ends both in and out. If the halfbacks do not

have that ability, they are, roughly, as much use to your system as a center who experiences vertigo when he looks down.

Assuming, however, that the halfbacks are blockers, the T-formation coach can have a runner as a fullback. The ball-carrying fullback should, then, be an exceptionally fast starter. Moreover, he should be able to hit any hole running to either side, right or left, with a minimum of excess motion. A speedy, shifty fullback under these circumstances can be used for much of the ball-carrying and for many of the offensive running plays, from skirting the ends to knifing through on quick-opening plays. Such a man-power situation in a backfield is conducive to the use of what has been labeled "an open game".

A "must" for a ball-carrying fullback is an ability to run to the weak side. If he is capable enough to keep the defense from over-shifting to the side where the man-in-motion goes, the offensive attack will be aided considerably.

In blocking for the forward passer, the ideal fullback is one who carries out his fakes in as convincing a manner as possible to make each pass resemble a running play. After the greatest amount of deception has been realized by faking, the fullback then goes up to meet the incoming end, throws a good, hard block on him and stays with him.

When I consider the role of the fullback in the T formation, I think of his size, speed, and his ability to block. The offense is governed by his capabilities. For example, the speedy fullback can be the main reason why an offense is versatile in the running and passing departments. The fullback who has the advantage of great weight could produce a solid running attack both from the closed T-formation and from spread formations.

Highly necessary on spread formations is the ability of the fullback to effectively block the end by himself. If he can do this, an exceptionally strong running attack can be fostered from the spread.

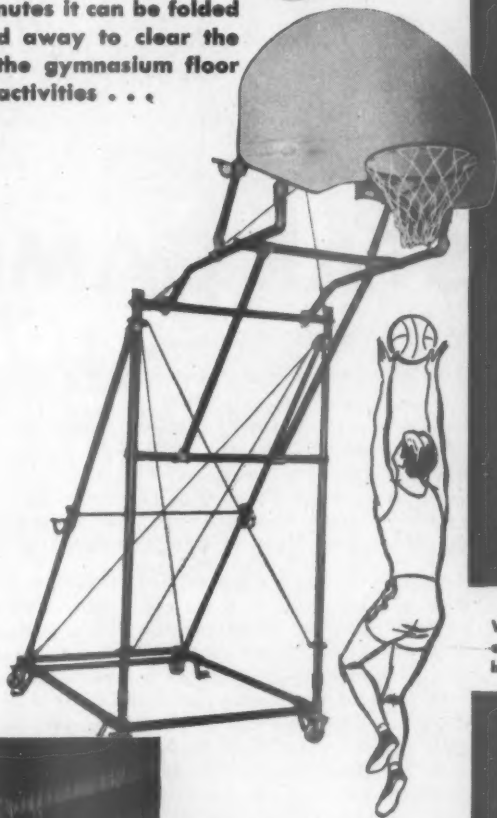
(Continued on page 62)

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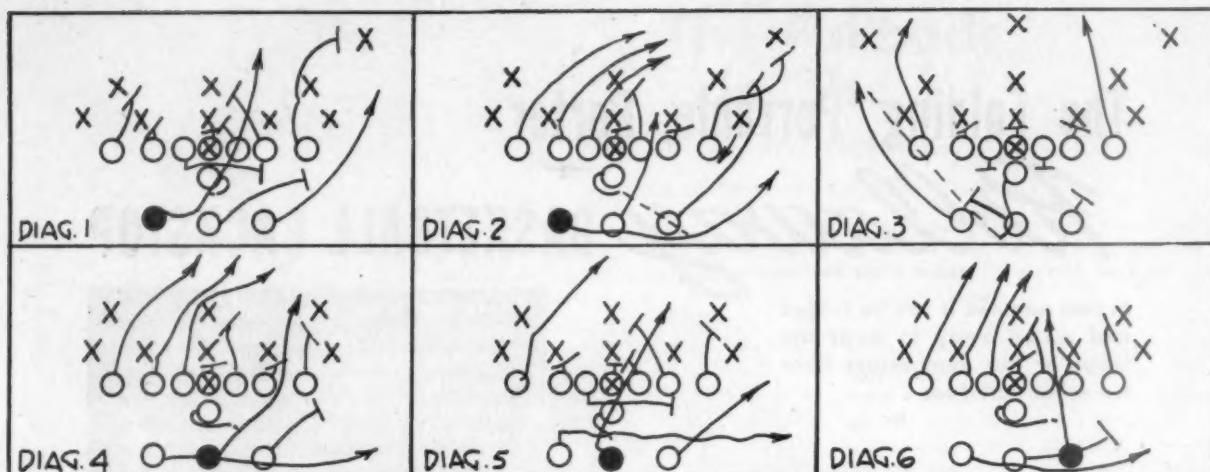
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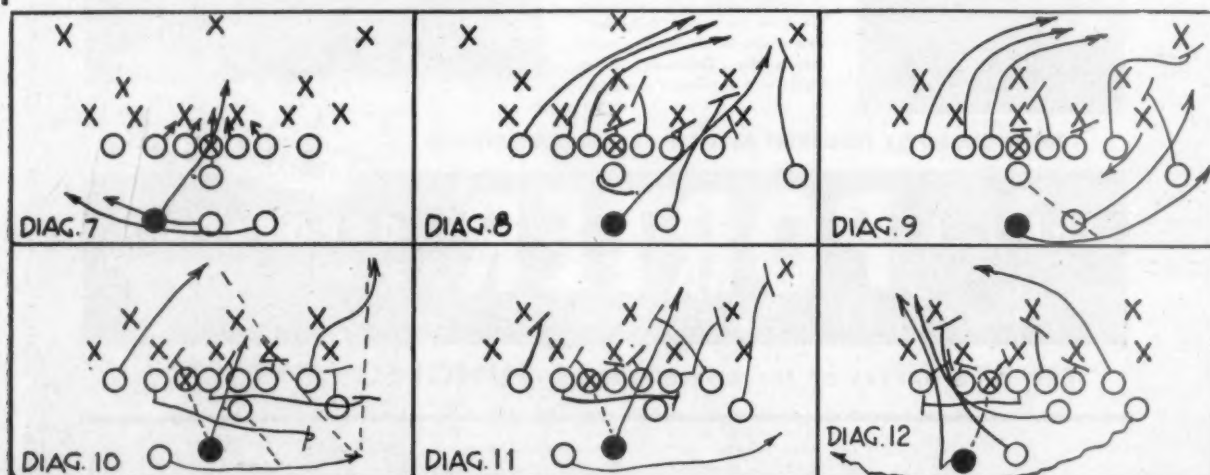
THE ALL-STAR GAME

By W. R. Voigts

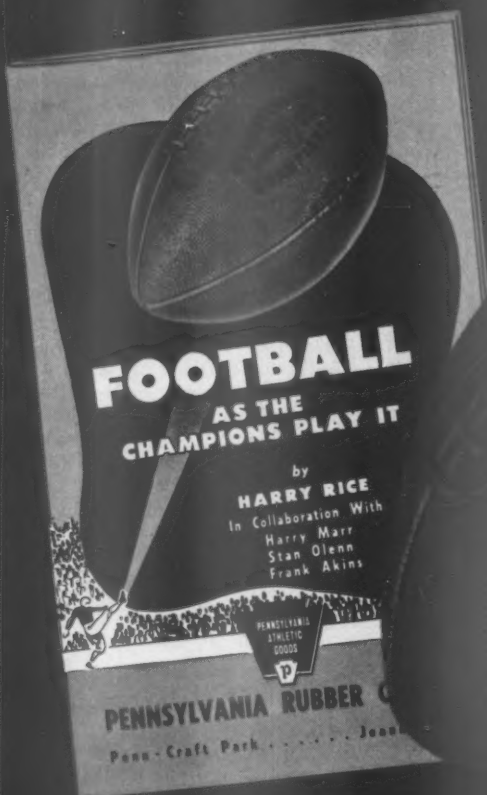
Head Football Coach, Northwestern University and member of All-Star staff

The six diagrams at the top are Cardinal plays. Diagram 1 is a trap play used frequently and is the play run to the opposite side with which Vic Schwall scored the second touchdown. In Diagram 2 the halfback takes the first man in a position to stop the play. Against a five-man line with a smashing end, the halfback takes the line-backer as shown. If the line-backer smashes and the end floats, the halfback takes the end. Diagram 3 is the pass play used so successfully by the Cardinals. The pass went to Trippi who trailed Dewell. Diagram 4 is a fullback slant off tackle. Diagram 5 is a fullback trap and Diagram 6 is a quick opener with the halfback going in.

The six plays at the bottom were used by the All Stars: Diagram 7 is a wedge play used by the Stars for short yardage needed for first down. The center leads the play with the heads of the guards against his ribs. The tackles have their heads against the guards. Diagram 8 is a fullback slant off tackle. Diagram 9 is a fullback sweep around end with a flanker halfback. Diagram 10 is a fullback buck-lateral. The quarterback jumps around to face the backfield. The fullback hands the ball forward to the quarterback who shoots the lateral to the left halfback who passes to either end. Diagram 11 is a trap off of the buck-lateral series where the fullback fakes to the quarterback and keeps it. In Diagram 12 the wingback starts on the two count; the ball is snapped on the six count. The left halfback fakes a throw to the wingback and is led off tackle by the blocking back and the fullback. The other possibility which was part of the Stars' repertoire is for the wingback to take the pass and either run with it or throw a forward pass. This was not used because the minute the wingback started in motion the defensive halfback rushed to the line of scrimmage. Both teams used the five- and six-man defenses. In the All-Star game, head coach Frank Leahy split his squad into two sections — one featuring the single wing and the other the T.



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The Spinning T

By CHINK COLEMAN

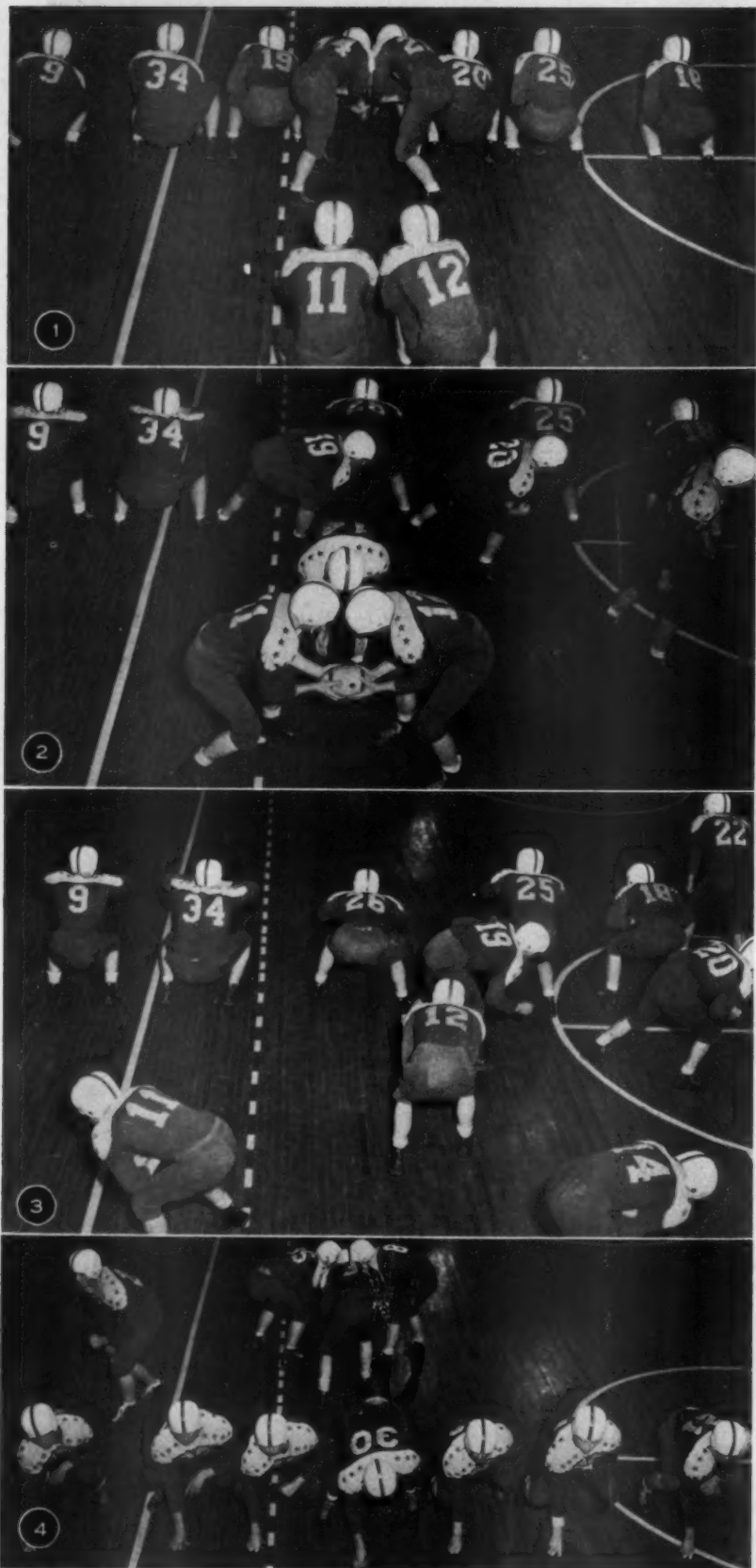
Football Coach

Phoenix, Arizona, Junior College

AFTER years of listening to coaches in coaching schools, clinics and in meetings extol the advantages of the T formation over the single wing or the single wing over the T, I conceived the idea of combining their strength. The 1948 Rose Bowl game afforded an excellent opportunity to study both, even though Crisler's Michigan single wing had more powerful personnel than Southern California's T. I weighed the T philosophy against the single-wing philosophy of Snavely. At coaching schools where I lectured on other phases of football, and at my own coaching school in Missouri, I debated the merits of the T formation with Ralph Jones, the great experimenter of the '30's; the man-in-motion type T with Halas; the split T with Faurot; the high school T with Palrang; and the individual mechanics with experts like Leahy, Blaik, Eliot, LaBrucherie, Odell, et al. I carried out the same discussions on variations of the single wing with Bell of Southern Methodist University, Dana Bible, Dutch Meyer, Bob Higgins, et al.

Nor did I overlook the philosophy of those who used the Notre Dame Box, namely, Bachman, Thomas,

Illustration 1 is the rear view of the formation prior to the snap of the ball. The ends are out a yard from the tackles. Double quarterbacks are up under center. Illustration 2. One quarterback goes in motion. The other whips back between the tailbacks. The guards pull out to the right. The right halfback (12) steps forward with his right leg bringing him to a position facing the left halfback (11) who has stepped forward with his left leg. The right halfback may give the ball to the left halfback or the quarterback or keep it himself. Since the guards have pulled to the right, the play will, ostensibly, go in that direction. Illustration 3 shows the finish of the spin. The quarterback (14) has come through to the right where he can pass or run wide. The left halfback has pivoted on his left foot and with his back to the defense he may carry the ball to his left, block or pass. The right halfback has pivoted on his right foot; from this position he can drive over center, guard or tackle, block or go down for a pass. Illustration 4 shows how the quarterback's back obscures the ball from the opponents' view.



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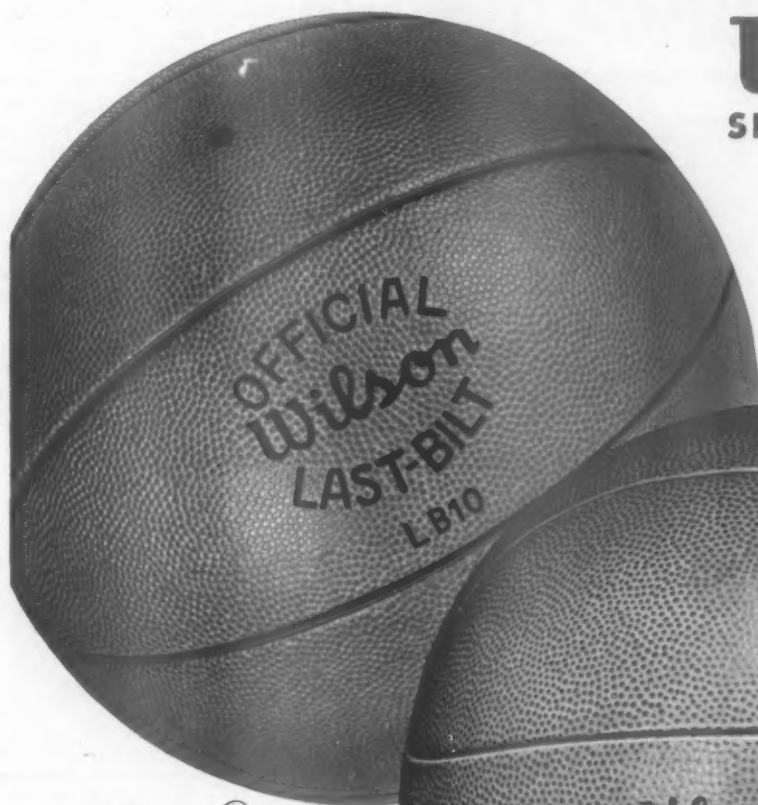
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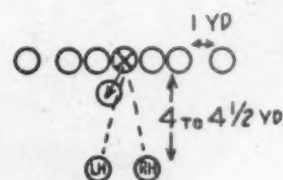
TACKLING IN FOOTBALL

CHINK COLEMAN will be remembered for his article on his spinner attack back in 1940. He has since lectured at many coaching schools and also directed his own coaching school at Wentworth Military Academy in Missouri where his teams won three recent state junior college titles and one national championship. He is president of the National Junior College Athletic Association.

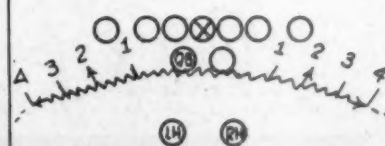
Stuhldreher, and Devore. Aiding me in the conception of a combination formation was the notebook of the late Knute Rockne which Jack Chevigny, a Notre Dame immortal, possessed.

The building of a combined offense and formation through experiments lasting through the past three years was accomplished by coaches like Wilkinson, the Frnka brothers, Eddie Anderson, DaGrosa, and others who have played one of these formations and are coaching the other or use both.

The new formation has the normal T balanced line with ends out about a yard from the tackles. The left halfback and the right halfback line up from four to four and a half yards directly behind the guards; the quarterback is in the slot left of center with his left foot directly behind the left foot of the center. This position makes it possible for the center to snap the ball to either of the halfbacks—because of this side-stance of the quarterback—or to hand-pass the ball to the quarterback. (Diagram 1)



DIAG. 1



DIAG. 2

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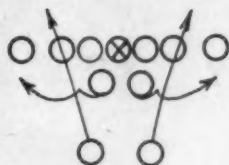
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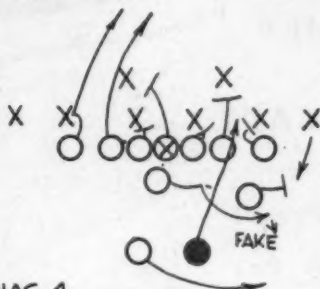
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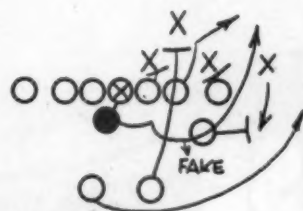
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DIAG. 3



DIAG. 4



DIAG. 5

The man-in-motion serves in a double quarterback position. He may go in motion to the right or left. We sometimes use a double quarterback play on the goal line or for the extra point (Diagrams 2 and 3). The count of the quarterback determines at what place from the guard to the side line the man-in-motion is stationed.

A typical T cycle of plays is shown in Diagrams 4, 5, 6 and 7. Any counter play, crisscross, end around, trick T play or any T cycle play may be used from this formation. These same plays may be run to the left.

A typical single-wing cycle of plays is shown in Diagrams 8, 9, 10 and 11. Any play from the single wing or box may be run from this formation.

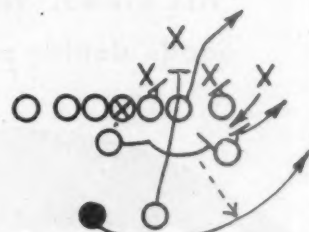
Coaches frequently get excellent material that has had experience with the single wing or box but not with the T formation, and vice-versa. These players may be used immediately or the coach may use two offenses

so that the defense will not know which offense will hit them.

Another advantage is that, if the team is handicapped by a muddy field, wind or injuries, the offense which is the more suitable may be used. Some teams may have an excellent defense against only one of these offenses, then the other may be emphasized.

The fallacy of using two separate formations is that it is also apparent to the defense, which can change to meet the shift. The spinning T changes the formation by the movement of only the ball on the snap. This does not allow the defense time to change or give the individuals time to vary their charge.

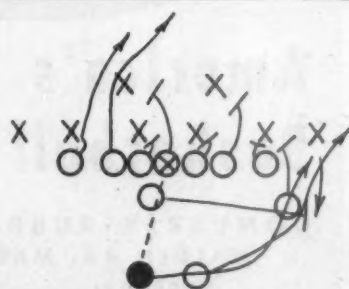
An advantage of the T over the single wing is the difference in defensive reaction time from the snap until the ball-carrier has the ball. The defense has a chance to react to the single wing line-blocking while the



DIAG. 6



DIAG. 7



DIAG. 8

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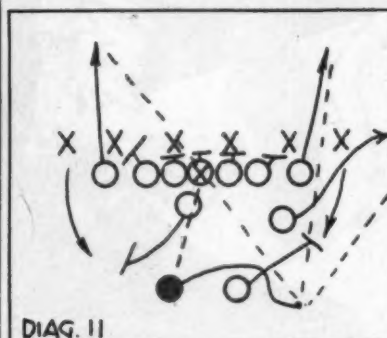
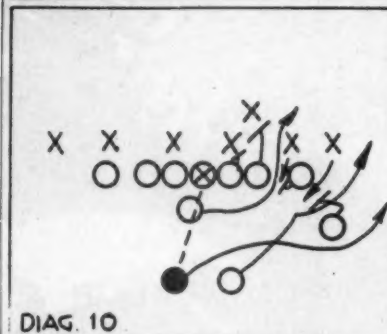
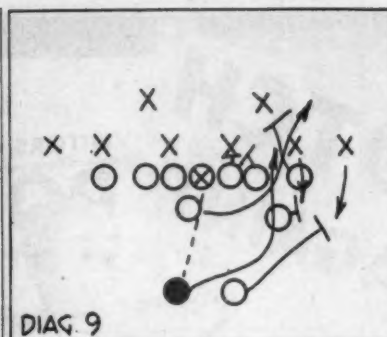
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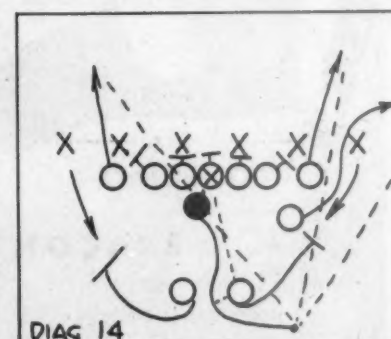
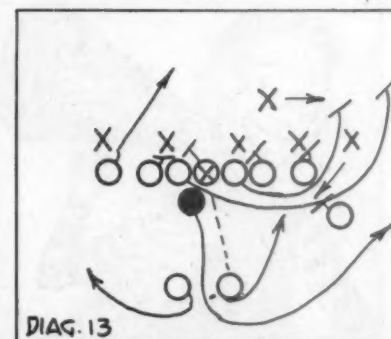
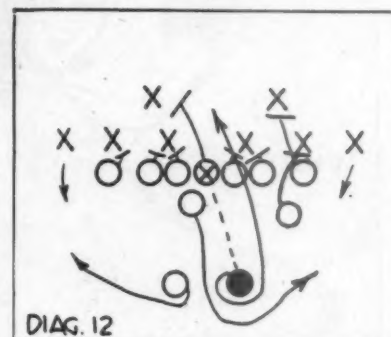


a T play it does not matter where the defensive linemen on the left side of center are if the play is directed to the right of center.

From the single wing and box, this formation borrows the type of play which controls the ball at all times and can wear down the opposition if it has superior personnel. The tailback or fullback may take the ball on a direct pass from center (Diagram 8) and work any set of plays from the single-wing tailback cycle.

It has the single wing and box of offense advantage for peripheral (circular) vision passing. (Passers with the ability to pick out receivers.) The coach may place one passer in the quarterback position to run T cycle passes and another passer at the halfback position to run box or single-wing passes.

A series of plays from the spinning T is shown in Diagrams 12, 13 and 14.



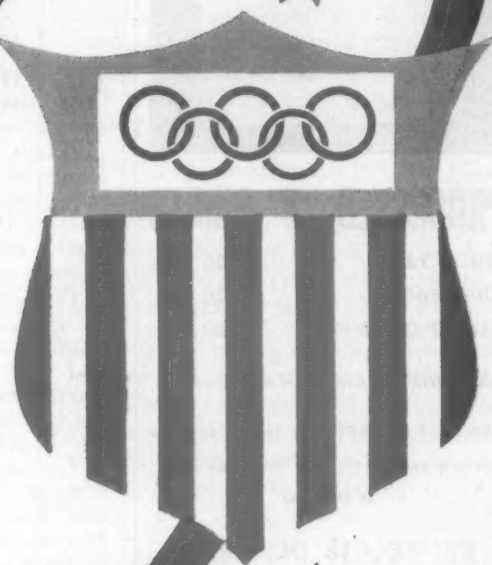
ball is in flight to the tailbacks. In the T the simultaneous center and quarterback exchange and halfback movements in any direction to get the ball do not give the defense any chance to hit and react to the T line-blocking or the location of the ball. This is incorporated in the spinning T.

A second advantage incorporated in this new formation is the T-formation advantage of having deception at the line of scrimmage, while the single wing has deception several yards from the line in the backfield where the ball-carrier must still move at least four yards to make any yardage.

This formation also has the T advantage of hitting quickly over a larger area to the left as well as the right. It assumes a balanced defense where fewer adjustments are needed by the offense to meet the changes of the defense. If this formation uses

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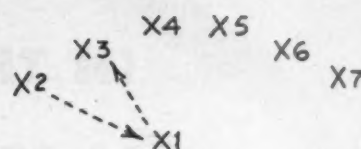
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DIAG. 1



DIAG. 2

Ball-Handling Fundamentals

By **LEON E. BURGOYNE**

Basketball Coach, St. Joseph, Michigan, High School

WITH the advent of another basketball season, certain to be fraught with hours of hard work, pinnacles of success and enthusiasm, depths of despondency, and the usual sleepless nights, coaches the country over will be bringing out their notebooks in a search for game-winning tactics.

This game of basketball, as is true in all athletics, has resolved itself down to a game of fundamentals — and in particular, ball-handling fundamentals. The team, which loses the ball with every other pass, scores low in the win column.

The fundamental drills which accompany this article are far from new, but with the game hitting an ever increasing tempo, their value becomes greater each year. Heavy emphasis is placed upon these and other drills in early practice sessions, but we feel that these have particular value in producing good ball-handling and keeping it good. For this reason, their use in daily practice is continued throughout the season.

In Diagram 1, two files of men are placed facing each other on a real or imaginary straight line on the gymnasium floor. The distance between X1 and X2 at the beginning of the drill is approximately eight feet. X1, using wrist and fingers, makes a two-handed pass to X2 and immediately slides out of line and moves to the end of the opposite file. X2 passes to X3 and slides out on the same side as did X1.

This is a fast ball-handling drill, but it may be started at a slow rate and then speeded up as the player's ability to pass, receive passes, and move out quickly increases. When the performance of the men reaches the desired level, the space between

the files should be decreased gradually until the players are almost taking the ball from each other's hands.

By standing over the drill and instructing the players, the coach should overcome the following faults: a natural tendency to hang back and wait for the ball, the use of too much arm action with the resulting "loading" of the ball, sliding out of line before passing, and breaking out on opposite sides instead of the same side.

Two balls are used in the drill shown in Diagram 2. This is another rapid ball-handling drill, and it has proved invaluable in improving timing, co-ordination, and the use of peripheral vision. X2 passes to X1 at the same time that X1 passes to X3. X3 returns the pass at the same instant that X1 passes to X4, and so on down the line. The players should put the pressure on X1, returning the ball to him as soon as it comes into their hands. Each player takes his turn in the X1 position during the drill.

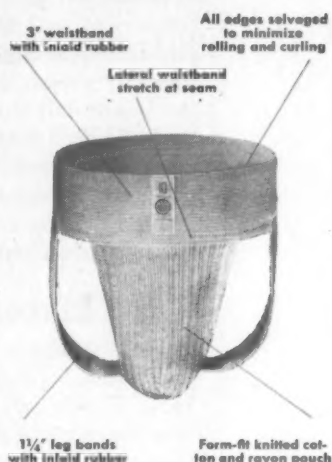
The drill shown in Diagram 3 gives each player practice in the pivot position, the use of the hand-off pass, and driving into the basket by dribbling in a curved line. Two files of men are stationed on op-

LEON E. BURGOYNE graduated from Western Michigan College and received his MA from the University of Michigan. During his senior year at Western he coached the Portage High School basketball team to a league title. Following graduation he coached at Calcedonia High School where again his team won a league title. Last year, his first at St. Joseph, his team won 20 of 22 games and the conference, regional and state championships.

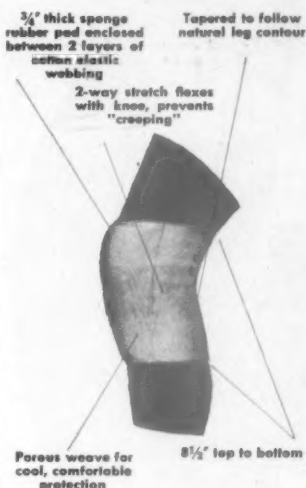
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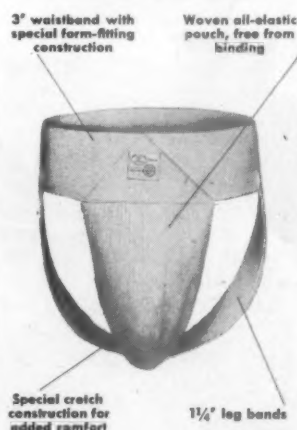
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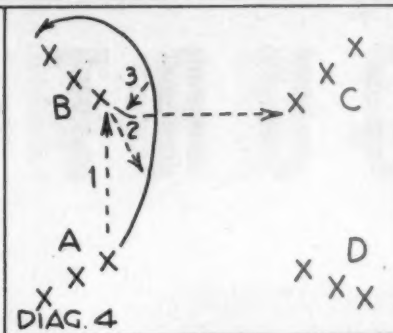
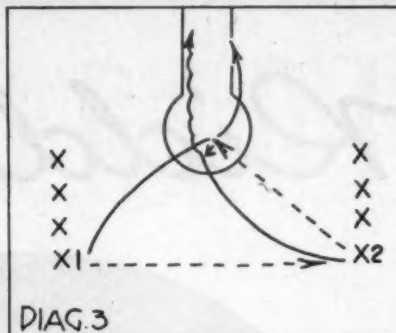
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posite sides of the floor facing the far end of the court. X1 passes to X2 and breaks to the pivot position. X2 passes to X1 in the pivot and breaks around him at top speed. X1 fakes to the opposite side and then hands the ball to X2, who continues in to the basket with a dribble. X1 follows in for a rebound.

After the players have shown progress in the drill, a defensive man should be placed on the pivot. The use of a defensive player will force the pivot to hand off correctly, otherwise there will be a pass knock-down or an interception. It also brings into play a two-on-one situation in which both the offensive and defensive players will have to call upon their own skill and ingenuity.

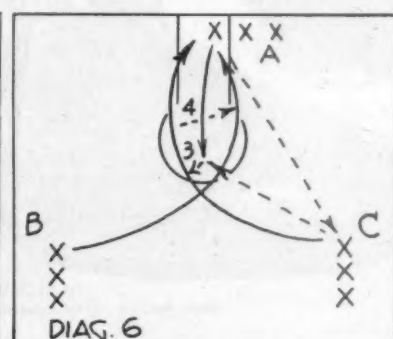
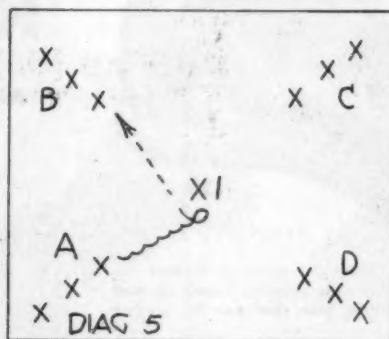
One of the best ball-handling drills ever devised (shown in Diagram 4) is one which Coach Herbert "Buck" Read of Western Michigan College calls his "manipulation" drill. Any number of men may be accommodated, and the players are arranged in four files, as shown in the diagram. At the beginning of the drill, the distance between the lead-off men in each file should be approximately twelve feet. A passes to B and, using a sideward glide step, crosses in front of him. B returns the pass and A immediately returns the pass to B, and then falls in behind the last man in B's file. B passes to C and moves in the same manner as A,

handling the ball three times with C. Each player handles three passes with each succeeding player, and the passes are made in rapid-fire order.

This is a fast passing drill, and it operates most efficiently with the coach putting the pressure on the boys and constantly calling for more speed. At the same time wrist and finger action should be stressed, the use of a glide instead of a cross-over step insisted upon, and bad passes corrected.

With the first use of the drill, it may be necessary for the coach to count aloud the three passes, as the players will have a tendency to pass twice and forget the third pass. As the players become more proficient, the files should be moved closer together. At intervals a reverse should be called for and the drill should at once proceed in the opposite direction.

A dribble, pivot, and pass drill shown in Diagram 5 may be held with the same formation as used in Diagram 4. The coach or a player, X1, assumes a defensive position in the center of the drill. A dribbles up to X1, halts, makes a reverse pivot, passes to B, and then moves to the end of B's file. The defensive man should dig for the ball and attempt to intercept or force a bad pass. The coach should insist on a clean pivot and correct the common fault of throwing the stern into the defensive man. Considerable individual



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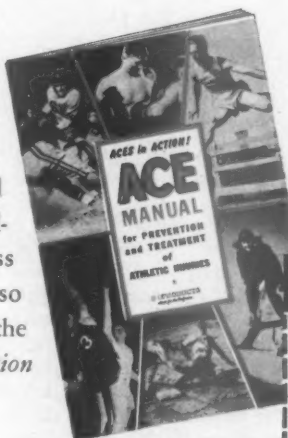
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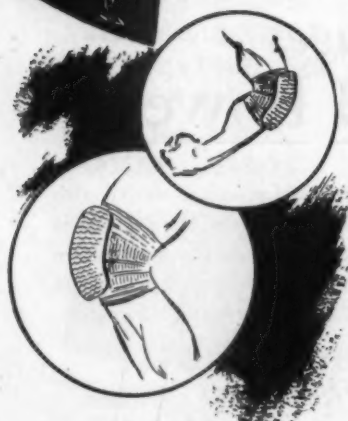
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defensive practice may be had by rotating the players in the center spot.

We use the drill shown in Diagram 6 as a warm-up just before game time. In addition to its effectiveness in developing ball-handling, when put on with smooth precision, it presents a formidable picture to the opposition and one which the waiting fans like to watch.

The team is split into three groups. One takes a position under the bas-

ket and the other two near the side lines, about even with the center circle. A takes a rebound, passes out to C, and moves into the pivot. C returns the pass to A and, with his pass, both B and C cross in front of A. A fakes to B (or to C) and hands off the ball to C. C either bounce-passes or hooks to B who drives in and executes a lay-up shot. During practice sessions a defensive player is put on the pivot.

Teaching and Coaching Can Be Easier

(Continued from page 22)

school and college coaches and physical education instructors. The suggestions and recommendations received as a result of this survey will provide the basis for the program. Insofar as is possible, the consensus will govern in the development of the plan.

For example, it was the consensus that school and college coaches and instructors be appointed as technical consultants to the production of each subject in preference to professional sports performers. This recommendation has been accepted and all activity subjects will be developed for the Athletic Institute by experienced and recognized instructors. Wherever applicable, the selection of such personnel will be made by special committees representing established professional organizations such as the College Baseball Coaches Association, the American Football Coaches Association, the National Section on Women's Athletics, the American Asso-

ciation for Health, Physical Education and Recreation, the National Archery Association, and others.

Stress Basic Fundamentals

Other recommendations received as a result of the survey will also be followed in the production of the Institute's physical education and sports teaching aids. School and college-age demonstrators will be filmed instead of professional or star performers. Stress will be given to the teaching of basic, fundamental skills throughout the entire series. Both films and printed material will be assembled into teaching units in an arrangement that will follow logical step-by-step teaching progressions. Instructors' guides will be complete with suggestions for class arrangements, skill drills, skill progression tests and other specific aids to teaching or coaching the subject.

(Continued on page 68)

Is Your T Too Tight?

(Continued from page 28)

the middle. If the five-man line tightens, it can be skirted as a four-man line.

The defenses that can be used successfully against an open T narrow down to the regular six-man line. The majority of coaches design most of their plays against a six-man line. Open football puts the burden on the defense and permits little choice as to the number of formations that may be used as well as the number of men at the line of scrimmage. If the defense does not play cautious football it will leave the field with a bitter dislike for flanker and man-in-motion plays.

The least a coach can do, if he a-

dopts the open T, is to have one play to either side for each of the four-five-eight-over-and-under-shifted six-man lines in case some team is hapless enough to use them. He should use these plays in connection with "automatics", which designate certain plays when called by the quarterback from the set position on the line of scrimmage. Then if the defense is not in the line-up expected, the quarterback can call a word signal from the scrimmage line-up which will be a code for a certain play. Animals, automobiles, or colleges are favorite word groups. A tiger, puma, or leopard can designate the end skirt; a Buick, Ford or Cad-

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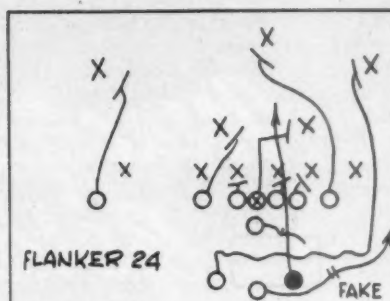
illac can designate through the middle; and Ohio State, Missouri or Yale, a pass.

An important factor about the Browns' offense is that flanker and man-in-motion plays are not used merely as threats; they are utilized to receive passes, for blocking and screening, and to pull the defense out of position. Paul Brown does not favor putting a player out in a flanking position from the huddle in the regular T instead of the man-in-motion, since the defense would be able to get set for this. The defense cannot get set for the man-in-motion since they do not know where he will be when the ball is snapped. The man-in-motion can stop at any point or reverse the field, and if the defensive line is maneuvering all this time with an over- or under-shifted line they will be vulnerable to some power.

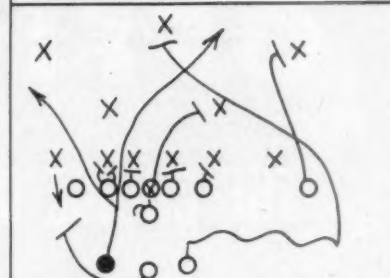
To the unfortunate coach who has no good receivers, or passers, Brown advises: "Throw passes anyway; it's the only way to make the ground game go". "If a rival team is giving teams in your conference a bad time", Brown recommends, "adopt their prize piece of offense and see what makes it go and how you can stop it. If it goes for them, you, too, can use it for a good ground-gaining advantage."

To deceive scouts, one week Brown will move his offensive left half forward or backward a yard or so on certain plays. Then the next week, on other plays, he will move a guard out a foot from the center. Thus he keeps the scouts guessing as to the give-away of certain plays.

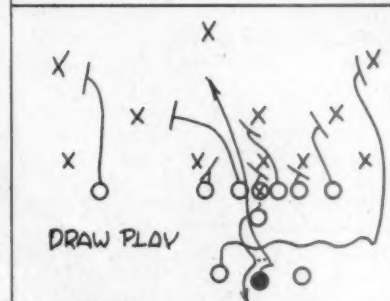
Diagrams 9 to 28 show the all-American champions' open T Offense. Flankers, open sides, and the man-in-motion comprise a prominent part of their plays. Diagram 9 explains a screen pass which was used successfully twelve times for 178 yards, or fourteen yards per try. To help the timing of this play, the three men forming the screen, plus the end, bump the defense and count "1001, 1002, 1003, release", and then go to designated places. Flanker 47 in Diagram 10 was employed thirty-two times, gaining an average of 8.7 yards. Flanker 19 is the Browns' key play to the open side and was used eleven times, averaging eight yards per try. In Diagram 13 the defensive left end governs the play. If he goes out, the play goes in; if the end goes in, the play goes out. The backfield man not blocking the end takes the halfback. The play Paul Brown considers Cleveland's best is flanker 38. It does not have the ground-gaining average of others, but



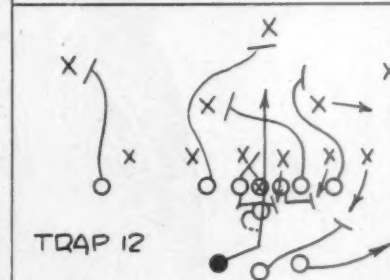
DIAG. 18



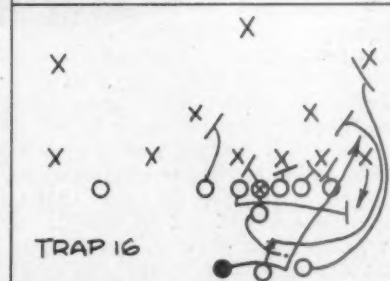
DIAG. 19



DIAG. 20



DIAG. 21



DIAG. 22

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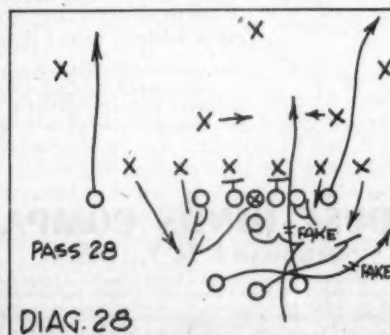
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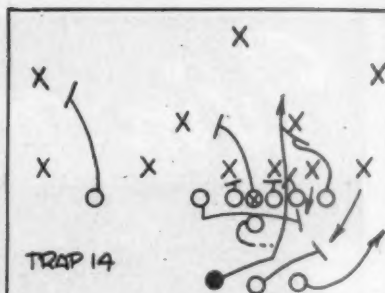
TENN.
GEORGIA
OHIO

was utilized in key situations to gain an average of 5.8 yards. Thirty-eight to the open side is a play where the defense is outflanked by two men. This play yielded the Browns 12.8 yards per try. Flanker 22 is another of the Browns' potent concoctions used ten times for a total of 40 yards. On this play, the right half must move up one yard closer to the line of scrimmage so he can hit quickly. The champions' longest gainer is a veer, shown in Diagram 19. Flanker 25 was called four times for a total of 80 yards. The left tackle governs this play, indicating the direction of the veer by digging his foot into the ground on the side to which he wants the halfback to veer. The play most dreaded in the All-American League is Cleveland's draw play. It starts off like a pass; the line blocks for passing, and Otto Graham gives ground toward the pass pocket. As Graham retreats, he tucks the ball into the arms of Motley who goes wherever he sees daylight in the line. This play has its pass sequence and has a discouraging effect on linemen rushing the passer. Graham called this play thirty-four times and Motley gained 295 yards with it.

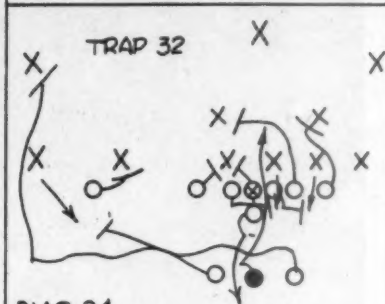
Traps make up a good portion of the champions' offense. Their traps are much more feared than their power and are the secret of their offense. In the accompanying diagrams, some of the Browns' cleverest traps are outlined. In trap 16, the left half runs at controlled speed and is responsible for taking the ball from the quarterback. To keep linemen from breaking up passes and to lessen the wear and tear on their passing expert, Otto Graham, the Browns' passes are tied up with their traps, as shown in the draw play and fake. Play 89 can be either a pass or a trap and the quarterback can give or keep the ball for a pass. For rounding out his offense, Paul Brown also ties up his traps with the running plays which give the Browns a triple threat sequence. After throwing a few passes the traps work and after a few traps the passes click. Then, the running game is ready for some long gains.



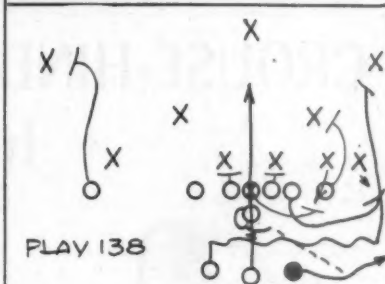
DIAG. 28



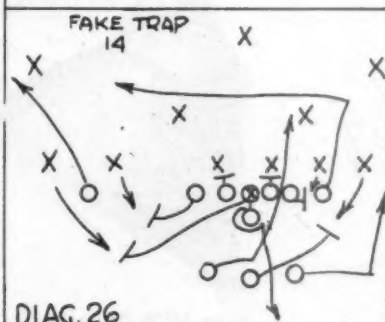
DIAG. 23



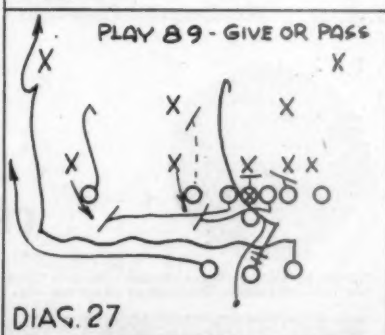
DIAG. 24



DIAG. 25



DIAG. 26



DIAG. 27

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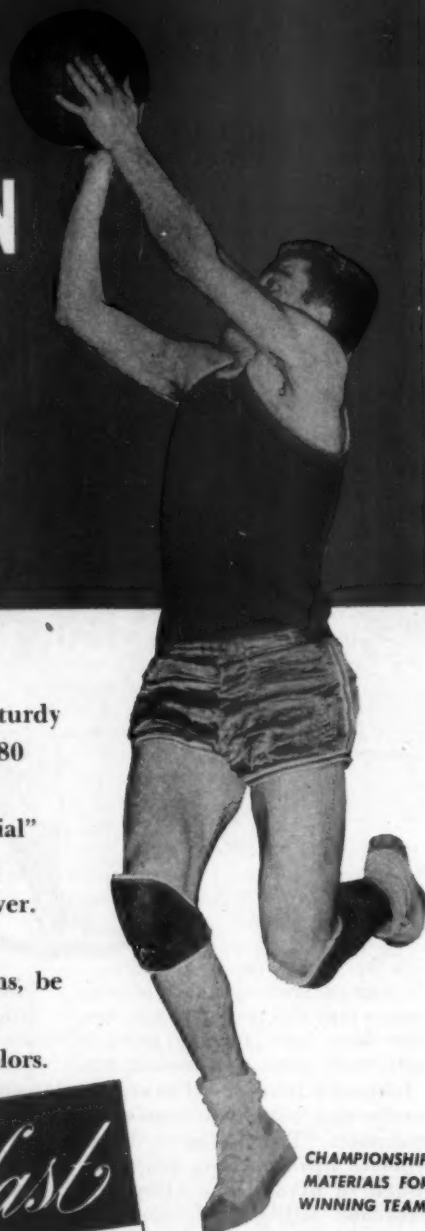
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WHAT PRICE TURF FOR ATHLETIC FIELDS?

By F. N. PRICE SUPPLEE

JUST as the history of football has shown an evolution, so has the knowledge of building turf for athletic fields. This knowledge includes the exact know-how, know-what, know-when and know-why.

One thing has not changed and that is the first question that is always asked, "What price turf for our athletic fields?" It must also be remembered that maintaining turf is equally as important as creating it originally. Into this maintenance goes use as well as care.

This is my usual reply: "There are three kinds of athletic field turf, correct, patch-up, and neglected turf." Each of these has its price in appearance, which in turn is revealed at the gate, in student interest and enthusiasm, in community co-operation, in faculty and student relationships, and in student academic standing. The investment, therefore, can have great or limited returns. To get the most for your money it is wise to do it correctly the first time and then maintain it correctly all the time. To point the way to this end is the objective of this series of four practical articles, the basic data of which can be applied, with local adaptation, anywhere in our land.

Correct turf for a community athletic field goes beyond the field itself. It goes into every home and into the home of every team that plays on that field; it builds better home lawns; it builds more beautiful country side. It goes without contradiction that a correct athletic field is one of the greatest community contributions that a community can make. Conversely, the poor turf on your athletic field has just the reverse effect; it makes the community with the poor field stand out like a sore thumb.

To get an idea of the cost let us

F. N. PRICE SUPPLEE is writing a series of four articles on turf for athletic fields of which this is the first. The first two will deal with athletic fields as they are and the work necessary to keep them up. The third article will discuss a complete rebuilding job and the last will cover budgeting costs to school income and getting outside organizations to co-operate in the program.

do a little player figuring. Let us say that 5 to 7 games of football are played each year on the average community field. In these games 50 home players and 250 to 350 visiting players may participate — a total of perhaps 400 young Americans whose life and limb means much to their families and friends. To make any actual playing area what it should be means an investment of only \$1.00 per year per player in order to gain player safety, plus all the national and community and gate values. This noted investment must be considered over a ten-year period of the original building program. To this must be added an annual maintenance investment of about fifty cents per player. These estimates can often be lowered without lessening the quality of the work done. Can your community neglect to make such an investment in its players? To be a real sports community there should be a practice field in addition to the main game field. Nature must be given her well-deserved rest periods for recuperation. This extra field may double your investment per player both in original building and maintenance, but it seldom does.

Each community can use these overall figures as a guide, though with good management they can often be cut in half for each field without sacrificing quality in any way. If a baseball field and a hockey field are also built, the less is the ratio investment in each field. Such facts will be covered in a general way in my next article "Streamlining Turf Building". No other field needs the care in building or maintenance that a football field does.

Fields which are used for both night games and practice games cannot be classed within this suggested small budget investment program plan. When fields are so abused they are costly to repair. When treated considerably they will return the investment again and again.

These are the basic steps and requirements in building and maintaining correct athletic field turf: *First*, survey the field and learn its history, its location, its uses, and so forth. *Second*, determine what is wanted as the completed job. *Third*, decide if this is to be done as one rebuilding job, or is to be budgeted over three to five years. *Fourth*, prepare specifications covering every one of the approximate 31 practical details essential in building a good turf. *Fifth*, both the contractor and the men who do the work must know much about Nature and her work-

(Continued on page 86)



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New 1948 Football Plays, published by the Wells Publishing Company, Leonia, New Jersey. One hundred twenty-eight pages. \$5.00.

This book is authorized by the American Football Coaches Association and was contributed to by more than seventy-five of its members. It contains material on fundamentals, strategy and generalship and, has special features on passing, running receiving and kicking.

The book is designed for the young player in high school and college and an effort has been made to show him how things are done rather than tell him.

Diagrams of the various formations show their advantages and weaknesses. There are about 50 play diagrams in sequences of three, showing how the leading coaches employ each formation. Every position on the squad has been dealt with by a man thought best qualified to handle it. Fundamentals are discussed by such coaches as Dana X. Bible, Bernie Bierman, Lou Little and others.

The low price of this book should enable every high school and college player to own one.

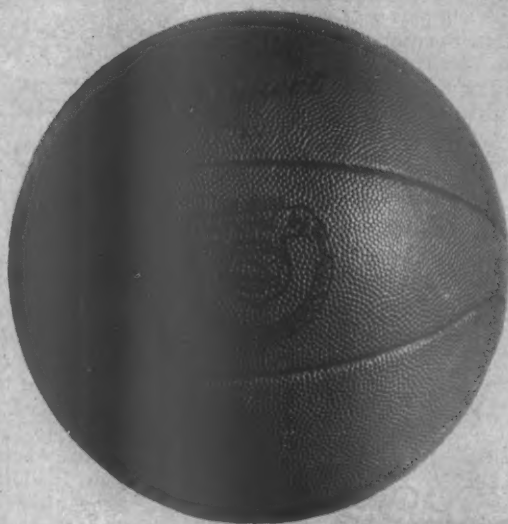
Health and Physical Education for Junior and Senior High Schools, by David K. Brace. Published by A. S. Barnes and Company, New York. Three hundred ninety-two pages, \$4.00.

The author believes that the schools have neglected instruction in health and that such instruction should appeal to the student because it meets real life interests and problems.

In order that school administrators and teachers may have a common understanding of basic policies relating to health and physical education, Part I of the book is devoted to organization and administration. In Part II, Health Instruction, the author examines twenty units of instruction which involve personal



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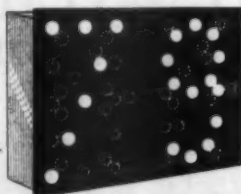


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cleanliness, mental health, communicable diseases, home nursing, etc. Part III, Physical Education, covers all of the sports as well as conditioning exercises and various folk and social dances.

A suggested program is given in each case. For instance, in track and field, an introductory section outlines the benefits to be had from this activity. Next is suggested the different age groups that might participate as well as a tentative outline or procedure. Third are listed the objectives of this activity. Fourth are listed the achievement standards for all grade levels with the materials and

teaching methods also given.

Community Recreation, A Guide To Its Organization and Administration, by Harold D. Meyer and Charles K. Brightbill. Published by D. C. Heath and Company, Boston. Seven hundred and four pages, \$5.00.

This textbook is a complete round-up of community recreation in America which emphasizes the practical aspects of recreation techniques. The book is concerned primarily with public recreation because of the widespread interest in it and the enormous demand for information about it.

(Continued on page 77)

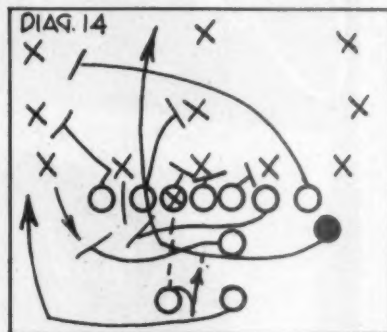
Quarterback Strategy

(Continued from page 20)

It is good judgment to pass early in the game, on early downs or with short yardage, after a long run, after a penalty on the opponent or when the opposition least expects a pass. If the running plays are going well, if an opponent expects a pass or if there is no advantage in opening up, it is sound strategy to avoid passing.

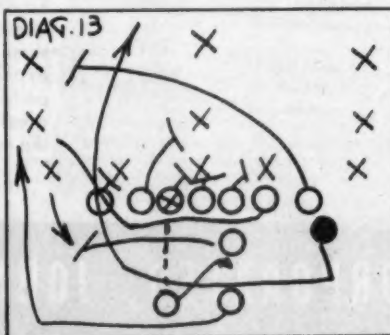
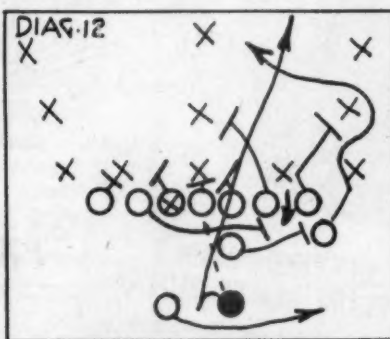
It is still good sense to kick early on wet days or with the wind, and to retain possession of the ball as long as possible against the wind, if the opponents have a fine offense or a weak defense.

A field chart which gives the quarterback a simple, flexible, yet broad



picture of routine procedure in certain areas is valuable.

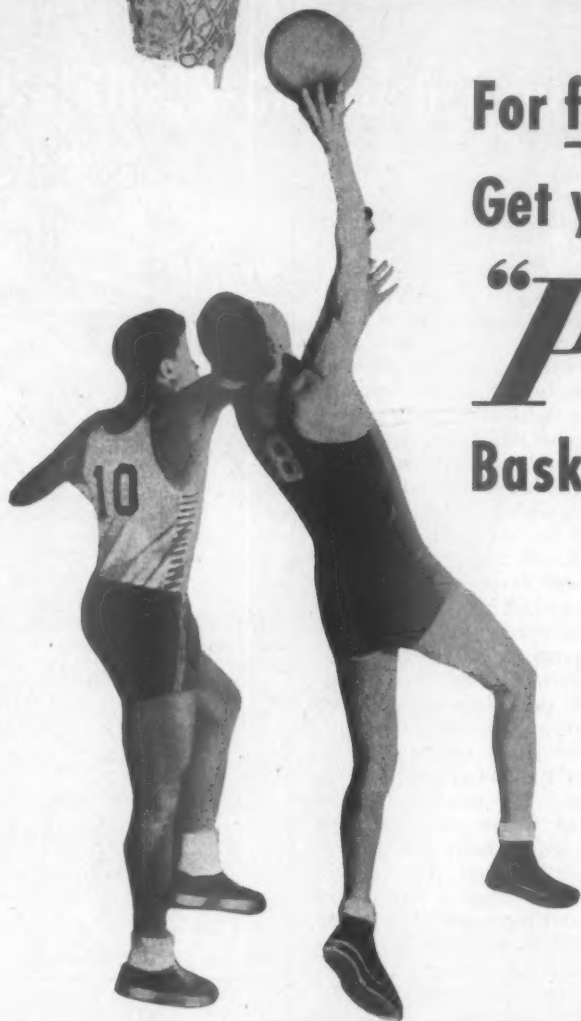
With these simple outlines and ideas at his disposal the quarterback does a better job of managing the team. We compliment him always on good selection of plays and call him aside individually to "show him the light" in instances where he has used faulty judgment. It should be evident from these suggestions that a coach should select a quarterback who can visualize the play as a whole and break it down into its component parts.



The Winged T

(Continued from page 9)

body-block to a great extent although this, too, is a contraction of the cross-body. All other blocks are variations of these two and their nomenclature is more or less determined by the degree to which they are executed. If, for example, a man throws a cross-body block and, in order to maintain contact, must roll hard and fast to stay with his opponent, we call the block a



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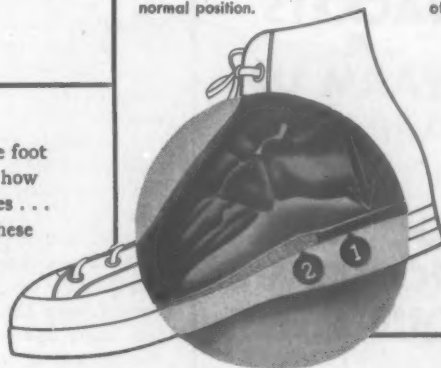
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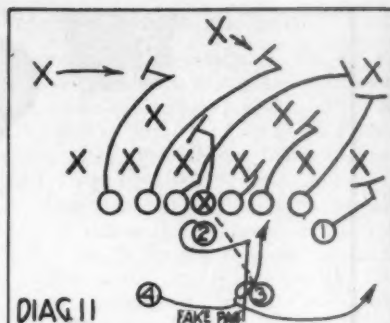
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roll-back. If his linemen can execute the two principal blocks in football a coach has little to worry about. The battle on the offense is well advanced.

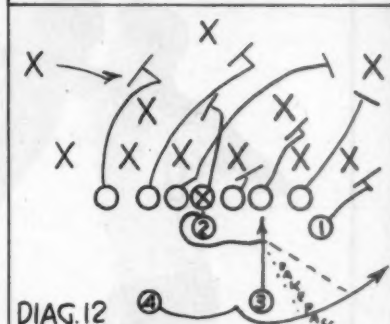
A good lineman should always be able to charge off of either foot. We use the step-charge in our shoulder blocking. In the shoulder block, the entire shoulder surface, neck and side of the head are used. These surfaces must be applied flush with the opponent's body. The blocker's target is generally his opponent's belt-buckle. He should aim his head, not his shoulder. In this way his margin of error will be decreased. The blocker goes for his man with a hard, low charge—hard because he must overcome the opponent's weight and momentum—low because he must get under the opponent's hands and, when he has established contact, be in position to carry him out with a lifting charge. A quick dip of the shoulder under the opponent's hands and then into the midsection will help the blocker get contact with a hand fighter. The head is up and the eyes are on the target. If executed properly, the block should appear as follows on contact: 1. The leg opposite the blocking shoulder should be thrust forward, the back leg should be ready to drive under the opponent, the feet apart, head up, back straight, tail down. 2. The player should follow through with both feet under the body to maintain balance and driving power. He should take short digging steps, keep his contact and move his man in the desired direction. He should use his shoulder and head and keep the arm of the blocking shoulder up to increase his blocking surface. He should keep his body between the opponent and the ball.

In cross-body blocking we try to build an "iron curtain" between the defensive man and the ball. The mechanics of the cross-body block are simple. Closing in on his opponent as if to run through him, the blocker should throw his body across the thighs, snap the hips, knee and upper leg hard against the opponent. At the instant of contact his head will be on one side of the opponent and his inside knee will be hooking him on the other. He should drive off his inside leg and always block through and beyond his man, putting a great deal of snap into the block. He should follow-up his block on all fours, grab his opponent and stay on him as high as possible. He should sustain contact and keep himself between his opponent and the ball. He should not go to the ground.

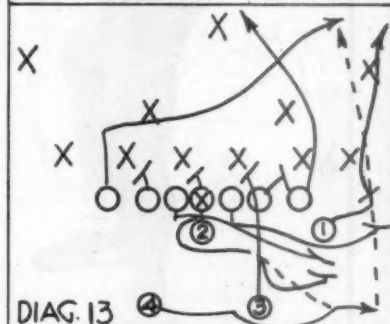
In our reverse body-blocking, which is in itself a variation of the cross-



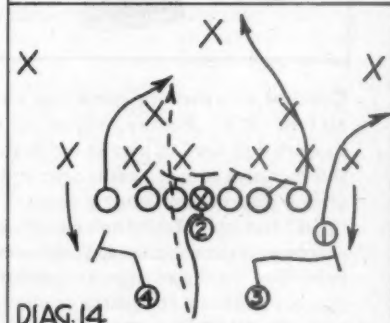
DIAG. 11



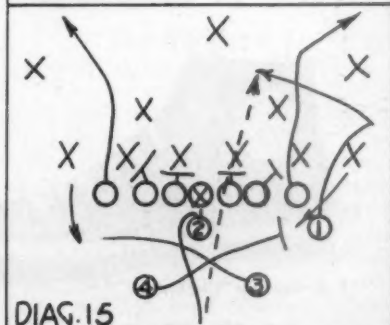
DIAG. 12



DIAG. 13



DIAG. 14



DIAG. 15

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body, we teach our linemen to get their heads and shoulders across to the outside of the opponent's far hip. This position is similar to the cross-body tackle. This maneuver will force the man to play through the head and automatically throws the offensive blocker into a reverse body-block. The remaining execution is the same as that of the cross-body.

We feel that this offense best fits our personnel and, in the final analysis, this factor determines the type of offense to be used. There is no short cut in building any offense. Speed, power and deception, plus good passing, running, kicking, and blocking are, and always will be, the signposts along the road to any successful offense.

The Fullback

in the T

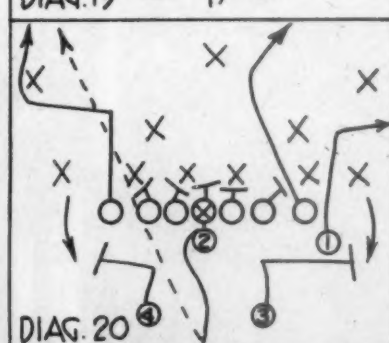
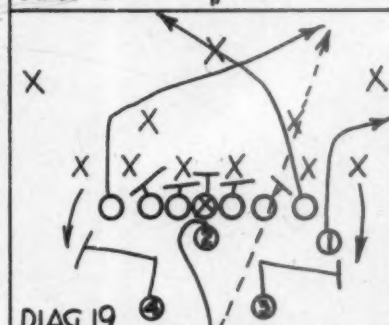
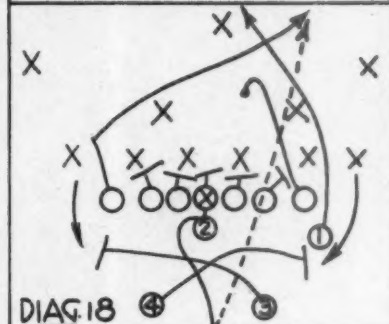
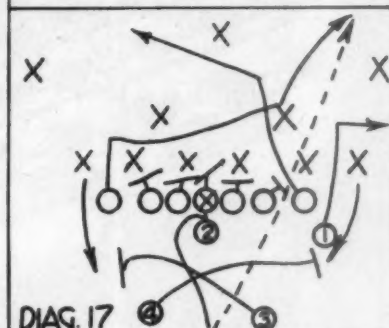
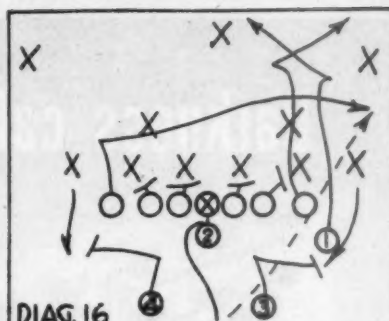
(Continued from page 30)

Bronco Nagurski was excellent in this capacity and the Chicago Bears used him extensively in handling the end on spread formations. When other Bear fullbacks were in the game during spread formations, the blocking style was changed and halfbacks handled the ends.

A fullback who is a good off-tackle runner and who can also run the ends, will set up quick-opening plays so that they will become effective means of picking up good gains. In connection with off-tackle running let me say that the T formation is no different from any other formation: you are still working on the ubiquitous tackle. If he favors the outside, you run inside him and if he favors the inside, you go all-out for the outside.

On all running plays as on all passing plays the fullback must possess the *vitality* to carry out his fakes each time the ball is snapped. If he runs only on the plays in which he is the key man and loafs on the plays when he should be faking, your quick-opening offense (for which the T formation is famous) becomes almost totally ineffectual. At the risk of sounding repetitive I must emphasize that backfield faking is most important to the success of the T formation offense.

Thus far I have not mentioned one of the most important things a ball-carrying fullback must do in order to be the number one lad on my T formation outfit. This prime requisite is simply that he be a hard-driving



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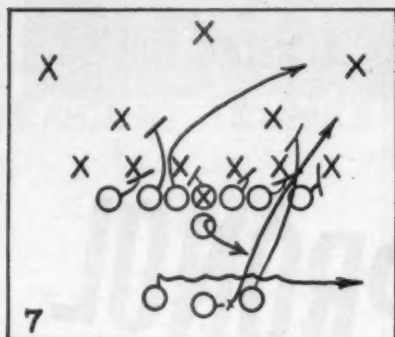
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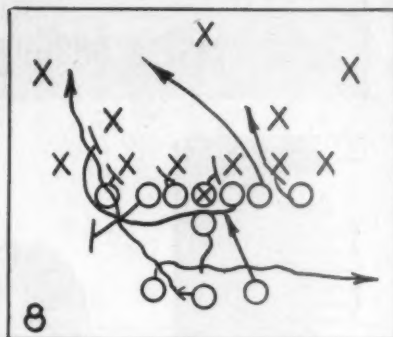
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RAY NOLTING attended the University of Cincinnati where he played football and was known as the greatest ball-carrier in the history of the school. Following graduation he played with the Chicago Bears for nine years where he became nationally known as the man-in-motion on the Halas T formation. In 1946 his Cincinnati team won nine, lost two and was victorious over Virginia Poly Tech in the Sun Bowl tilt.



ball-carrier who can pick up the necessary few yards on line-cracking slants for first downs whenever called upon. If, in addition to this he can be elusive if he should break into the open, he is a gem indeed.

On defense the fullback has a few little chores to perform before he can relax under a warm shower with the happy recollection of an afternoon well spent for Alma Mater.

Number one on his list is a big "DON'T". He never follows fakes or, as we call the deplorable habit, "chases rainbows". He watches all the complicated maneuverings of the op-

position, designed to mislead him, bides his time (split seconds) and moves unerringly to the spot where he can tackle the ball-carrier. He covers both inside and outside plays and eludes the blockers or fends them off without letting them get to his body. On wide plays he races to the side line, but with caution, lets his own halfback turn the runner into him, plays the cut-back and meets the runner at the "crossroads".

He must be a cool diagnostician who can spot the camouflage of plays and guess the true forward aims of the opposition.

On forward passes the fullback must be a canny protector. He must cover the second man out when necessary.

The second man out is usually a speedy halfback and the fullback must possess the speed and agility to cover him properly.

The fullback must also be capable of covering the third man out for a forward pass. He must never think the pass play is a running play and must dart out into the flat area when necessary and intercept or bat down the pass. When the football is in the air, he must know where it is intended to be caught and must be on that spot ready for it.

If I were to pick an ideal fullback for the T formation, I would choose

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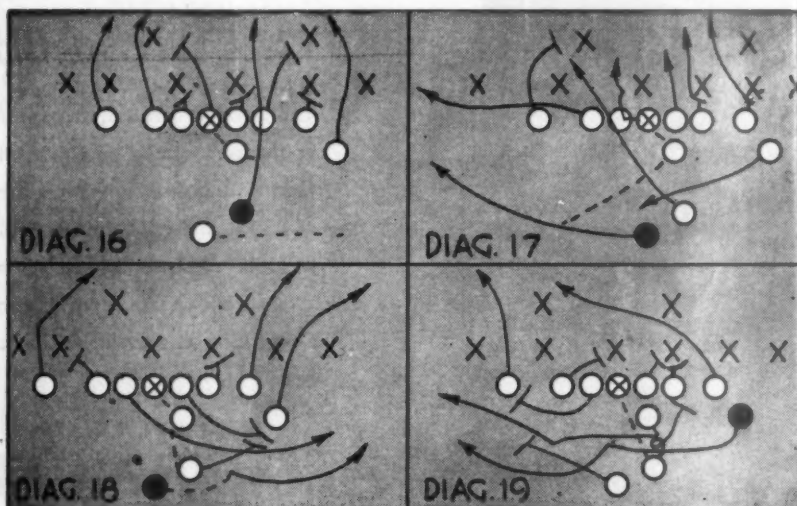
There goes that dream again! Any of you gentlemen know where I could pick up a couple of good ends? I got trouble there, too.

The Tennessee System

(Continued from page 11)

pass-play series is developed very much as similar plays are run by T teams. In our quick bucks inside tackle, Diagrams 15 and 16, we block straight away or cross block depending upon the position of the defensive men. On our pitch-out to the tailback, Diagram 17, where he runs

back; on a spin from the fullback to the tailback; and on reverses when the wingback takes the ball from the spinner. Passes are also thrown by the tailback on a straight pass from the center where the tailback stands up and passes from the slot; where the tailback takes a lead from the center

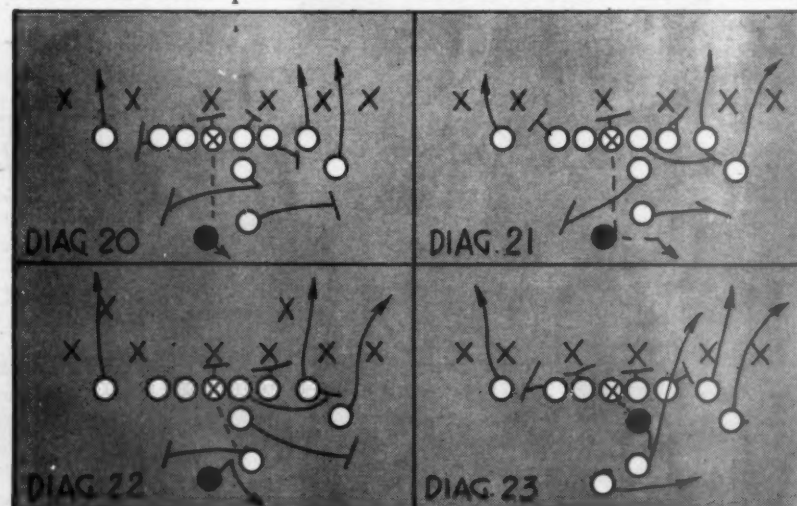


to the weak side, we have had considerable luck in passing up both the end and the tackle.

We develop our passes in a number of ways. One of our favorites is the optional run or pass play which we use from a direct pass to the tail-

back to the strong side and then fades back and throws; on a hand-off from the fullback; and also after faking a quick kick.

We sometimes use the quarterback throwing a quick pass from directly behind the center and on occasion



have had the fullback spinning and passing, but, in general, our passes are thrown principally by the tailback and to a lesser degree by the wingback. Diagrams 18-23 show how our passes are thrown.

There are any number of variations which may be extensively used. The wingback may be put in motion either to the strong or to the weak side, or he may be put out as a flanker on either side, and any number of plays may be run just as well as they might be if he were in his normal position. As a matter of fact, he may be used very advantageously as a flanker on both passes and sweeps and as a threat on other plays. It is also possible on occasion to use any of the other three backs in motion or as a flanker and still run or pass effectively. I doubt seriously if the many possibilities of this formation have been fully exploited by any coach.

In this article there has been no effort to present a complete attack, but merely to show the type of plays that we run and how our plays are developed. All plays are diagrammed against a six-man line, but very few adjustments are necessary when confronted with seven- or five-man lines.

In our running attack we try to strike a balance between our fullback, tailback and wingback. Naturally the tailback runs with the ball more than either of the other two but not to the extent that he does in numerous single-wing offenses. I believe that a better reverse series can be developed from the balanced line than is possible from the orthodox unbalanced line. We run our wingback outside end, between end and tackle, and inside tackle, and our gain per play is greater on reverses than it is on plays in which either the tailback or the fullback carries the ball.

A basic part of the Tennessee system has always been precision in running plays and exceptional downfield blocking. These are the things that have made the Tennessee teams so outstanding during the long regime of General Neyland. This is good football under any type of play and not peculiar to the Tennessee system, but it certainly helps develop a winner.

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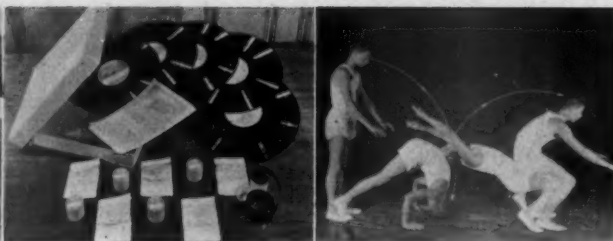
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Teaching and Coaching Can Be Made Easier

(Continued from page 48)

Both Carry-over and Team Sports to be Covered

The matter of what subjects the Athletic Institute will produce and in what priority they shall be made available is also being determined from the survey results. Russell A. Opderbeck, executive vice president and head of the Institute's new program, indicates that a majority of answers to the survey showed a strong desire and need for audio-visual aids covering the carry-over sports such as tennis, archery and bowling. Opderbeck also indicated, however, that basketball, baseball and football ranked very high on the priority list of team sports subjects. "The entire sports and physical education field will be covered during the next 4 to 5 years with a possible 30 subjects. Colonel Bank has already given assurance that the entire program will be conducted as a non-profit service to the physical education and athletic professions. The cost of completely packaged kits (slidefilms, transcribed lessons, instructor's guide and student pocket booklets) will, by comparison, be at ridiculously low figures, well within the budget of even the smallest school."

As an added optional service to conserve budgets, the Institute is also offering nationally advertised sound slidefilm projection equipment at savings up to 35 percent. Interested merely in the wide distribution of its slidefilm program to schools and colleges, this optional phase of the program is available only to the users of The Beginning Sports Series. It is a phase, however, that is worthy of con-



sideration and certainly is further proof of the Athletic Institute's intent to provide a complete service on a non-profit basis.

"Beginning Tennis" First Release

"Beginning Tennis", the subject presented to the Kansas City convention last April, was the first subject completed and made available under The Beginning Sports Series. With Harry Leighton, highly recognized and respected tennis instructor of Chicago's Senn High School serving as the technical consultant, "Beginning Tennis" consists of five integrated slidefilms, the accompanying transcriptions, a 60-page Instructor's Guide, and a set of the students pocket booklets which reproduce the pictures and lesson content of the five slidefilms.

Each slidefilm in the "Beginning Tennis" kit has been carefully prepared into an individual teaching unit. Unit 1 starts with the evolution of the game, its object and a clear, concise explanation of play procedure. Units 2, 3 and 4, respectively, contain the fundamental skill instruction for the forehand drive, the backhand drive and the service. Unit 5 completes the subject with an unusual

THE Athletic Institute, a non-profit organization, was formed in 1934 by a group of America's leading producers of athletic equipment who saw the need for stimulating certain athletic activities. Throughout the war years the Institute's efforts were largely devoted to assisting federal, state and municipal agencies and groups in carrying out the nation's physical fitness program. During this period its membership list was expanded to include concerns and organizations not identified with the sporting goods industry but who also were interested in the vital and constructive work of the Institute. With the ending of World War II, the scope of the Institute's activities was broadened with the result that its present program embraces projects designed to advance the entire field of athletics and recreation in America.

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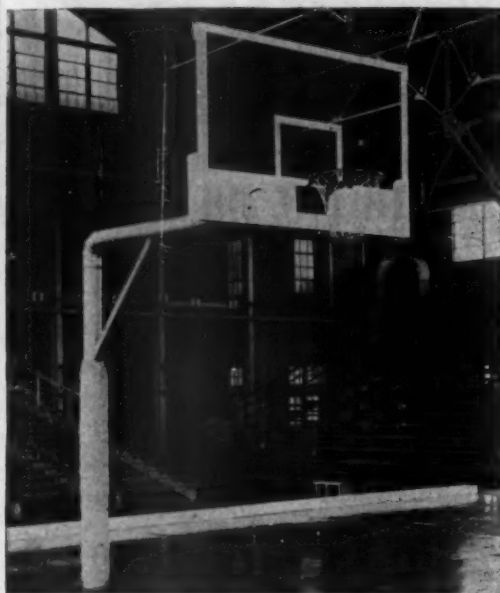
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cartooned version of the general playing rules of the game. As in the case of all subjects to be produced, "Beginning Tennis" is available in either color or black and white, and in either sound (with transcribed lessons) or silent versions (without transcribed lessons) at costs ranging from \$10.50 to \$29.75 postpaid anywhere in the U. S.

Additional quantities of the student pocket booklets are available to instructors even though they may not have the films. In the case of "Beginning Tennis", the cost of these has been announced at 20c per set in quantities of not less than five sets. The Institute's only stipulation is that orders for less than one dollar cannot be accepted and that all orders amounting to less than five dollars must be accompanied by the proper remittance.

Golf, Archery and Tumbling Also Available

By October 1st three new subjects, "Beginning Tumbling", "Beginning Archery" and "Beginning Golf", will have been completed and will be available under the series. As in the case of "Beginning Tennis", each of these new subjects is a completely packaged program.

"Beginning Tumbling"

Newton Loken, gymnastic coach for the University of Michigan, served as technical consultant for this subject and used, as demonstrators, six of his outstanding varsity gymnasts and eight Ann Arbor junior and senior high school boys and girls. Included in this teaching aids "kit" will be three slidefilm units plus the added features of the instructor's guide and student pocket booklets. Each of the three units are individually titled: Unit 1—"Individual Tumbling", Unit 2—"Individual Balancing" and Unit 3—"Double Stunts and Mimetics". Filmed with the use of a stroboscopic lighting (lighting that allows the camera to stop action at 1/10,000th of a second) "Beginning Tumbling" will offer a teaching tool that actually analyzes body movements at the salient positions of action in a single picture. (At the beginning of this article is an example of this technique as used in the slidefilm.) Color or black and white versions of this subject will be available in ample time to use during the current school term. The cost range will be from \$7.65 to \$16.70 for the complete package, depending upon the version desired. Sets of the student pocket booklets



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will be offered at 15 cents per set even though the slidefilm "kit" has not been obtained.

"Beginning Golf"

With the accelerated trend toward the teaching of golf fundamentals in school and college physical education, the announcement of the availability of "Beginning Golf" is very timely. Produced for the Athletic Institute by the National Golf Foundation, this teaching-aids "kit" also was filmed with the use of stroboscopic lighting to allow both student and instructor to analyze a complete body movement during performance. (See top of page 69 for an example of the technique used in "Beginning Golf".) Complete with four slidefilm units, an instructor's guide and a set of the student pocket booklets this "kit" will also be available at cost under the Athletic Institute's not-for-profit plan. Availability date for the subject has been announced as October 1st. The price range for the complete package and for the student booklets will be available after September 15th.

"Beginning Archery" and "Beginning Baseball"

The slidefilm kit "Beginning Archery" is available. "Beginning Baseball" is under production with Otto Vogel of the University of Iowa and Dick Siebert of the University of Minnesota serving as technical consultants. For additional information write to The Film Dept., The Athletic Institute, 209 S. State St., Chicago 4, Illinois.

Offensive Tactics In Six-Man

(Continued from page 17)

than in eleven-man. It does not have the human screen to operate behind.

The Punt Formation is good for beginning teams, and for outfits with long, accurate passing stars. The ball-carrier is farther from his would-be tacklers than in any other formation, and thus reduces the perils of fumbling and faulty ball-handling to a minimum. Furthermore, the passer's

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distance from the opposing lineman makes it easier for him to wait, to pick his targets, and to let fly without hindrance. The Punt Formation is weak on running plays because of the same factors that make it good for passing. It takes too long for the runner's interference to form and for the runner to reach the line.

The single wing combines the best features of the other formations with the minimum of their defects. Of all formations, it rewards long hours of blocking practice with most satisfying results. It is no good for a team which does not have good blockers and hard runners. For a team which has both it is the *only* formation. It concentrates power in any given direction; it insures participation of every man in every play; it provides numerical superiority at the point of attack.

Furthermore, the single wing is capable of considerable deception, despite much propaganda to the contrary. Let's look at Series E.

This play starts out exactly like a regulation end run. The blocking assignments are the same, and there is an almost irresistible temptation for the defending backs to shift over to meet what seems certain to be an end sweep. But watch the offensive left end—the weak-side end. He puts his usual shoulder-block on the charging opposing end, and then saunters slowly back to a point six yards back of the scrimmage line, apparently out of the play. Meanwhile, the fullback, almost up to the line, suddenly stops, pivots, and shoots a diagonal pass back the way he has come to that supposedly harmless weak-side end of his.

Notice what a spot this puts number forty in. The offensive center has burst into his zone; if number forty covers him, the offensive left end runs. If number forty rushes him, our end flips a pass over his head to the waiting center.

This sort of tactic, of course, presupposes several things that every coach may not have: ends who can toss long passes; a fullback who can run in one direction, stop on a dime, and throw one back over his shoulder with unerring accuracy; blockers who can be relied upon to protect the fullback until he can get his pass away. But, after all, Series E is only a more

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complicated version of many simpler plays that may be run from the single wing.

Every six-man coach should have two sets of plays; one set for his quarterback to use against teams using a hard-charging line, and another to use against "floating" linemen. Many teams have their linemen float to help cover potential pass-receivers; sometimes only one lineman will rush the passer. Against this defensive set-up a smart coach will have his quarterback stick to running plays until the opposition, out of sheer desperation, is compelled to charge in order to nail the runner before he gets past the line. Then, after the defense is committed to rushing tactics, is the time to start passing.

The best play to use against a floating line is the good old end run. If an end is drifting back with one of your linemen, let him drift to his heart's content—and run around him. It won't take long for him to realize that the only way to break up an end sweep is for him to bull his way through the interference and dump the runner on his ear. When he starts doing that your pass-receivers will start getting clear.

A charging, hard-hitting line should

be confronted with opposite tactics. Dream up some plays in which your linemen take a couple of steps forward and all turn around at once to take a pass. Develop a couple of screen passes, where your linemen gang up and run interference for a pass-receiver just over the line of scrimmage. You'd be surprised how quickly that demon line of the opposition begins to hesitate, to look over its shoulder, and finally to slow down and watch for those short passes. Then, and not till then, will those running plays, which have been piling up back of the line all afternoon, begin to click for yardage.

As in the eleven-man game, the quarterback will have to mix 'em up. A tight defensive line can be forced to loosen up by running some wide end runs around those in-playing ends. When the ends are playing too wide for you to run around, some center smashes will bring them in in a hurry. Defensive backs playing close to the line to stop runs can be forced back up by some judiciously placed long passes.

All other things being equal, I would much rather have a strong running team than a brilliant passing outfit. Even in six-man, running is

the safest and most certain way of getting somewhere with the ball. A good blocking and running squad will not only pile up the yardage, but will shake up and wear out the opposition with hard, shocking body contact. A passing team may score some easy touchdowns, but, if it cannot run, the defense can always pull linemen back into the backfield and eventually slow down the passing offense to a standstill. Furthermore, passing is three times as risky to the offense as running. A passer may throw the ball too high, too low, too fast, or too slow; his receiver may bobble the catch or the opposition may knock the ball down or intercept it. The runner, behind a couple of good blockers, need concern himself with none of these harassing thoughts. All he has to worry about is hanging on to the ball.

The basic offensive weapon in six-man football is SPEED. This new mutation of the sports world is fundamentally a game for the fast. The impossibility of massing ponderous interference to clear the way for an equally deliberate ball-toter has put a premium on speed that makes it practically a prerequisite for anyone wishing to play the game.

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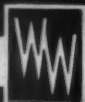


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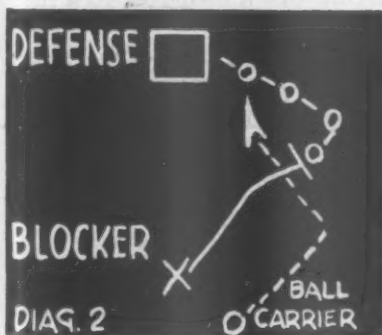
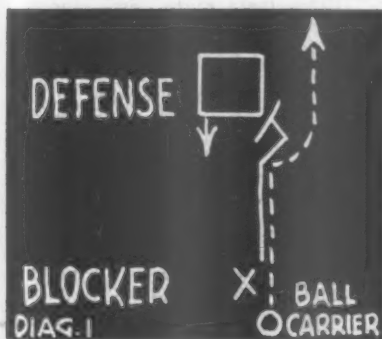
(Continued from page 18)

to recover quickly and proceed to another defense man. Some blockers fall into the rolling block, but roll back to their feet quickly and go on down the field. This drill furnishes good training for the blocker.

We then use the drill, shown in Diagram 2, that puts more of the maneuvering on the back. As the blocker and ball-carrier approach the defense man, the ball-carrier angles to one side or the other leaving the lineman in good position to get to his blocking angle. As the defense man gets nearer the ball-carrier, the ball-carrier cuts back behind the blocker, making possible a good set-up block. He should use a shoulder block about waist high.

Our backs get much needed work from this drill. We try to have the ball-carrier talk and direct his interference. The backs are also drilled in downfield blocking in these drills. We never let the blocker forget that there is another man downfield who must be blocked.

Good downfield blocking is the same as any other part of football offense. We do our blocking in practice sessions where it counts. When we run a play in practice, our blocker must get downfield and keep block-



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ing until the ball is declared dead. We find the bad habit hardest to break is that of the blocker looking back for the ball-carrier. We try to teach the blocker that the defense will tell him where the ball-carrier is, and that it is the duty of the ball-carrier to follow him. We are of the opinion that these blocking habits that are formed in practice will carry over into the game with good results.

To gain two and three yards the hard way on each play is all well and good, but if a coach spends some time with his team showing them what it means to "go all the way" every time, they will begin to take pride in the importance of downfield blocking.

At one time or other, every man is called on to block the line-backer. He must have an assignment that is practical so that he can get his blocking angle very soon after the ball is snapped. After securing his blocking angle he should use the shoulder block. He is better able to drive the defensive man away from the hole with the shoulder block. We find that we cannot send the blocker directly at his man. He must get his position between the defensive man and the path of the ball.

Individuals are now beginning to realize the importance of downfield blocking. From this point we proceed to weave the pattern into the team. Every boy must know the path of the play and have a general conception of his team mates' assignments. The first wave of blockers is sometimes assigned to go down field behind the defensive men that might be pursuing the ball-carrier from the rear or the side. How many times have you seen the ball-carrier brought down from behind with blockers in front of him? We call this "turn-back" downfield blocking. Much time must be spent on that in teaching the danger of clipping a man.

Sometimes we forget that the eligible pass-receivers are in the best position to do fine downfield blocking after the pass is completed. As a rule there is a defensive man near every pass-receiver. As soon as the pass is completed, the defensive man goes to the ball, leaving the other receivers in good position to render aid to the ball-carrier. Our linemen are taught to release their blocks when the pass is thrown and get between the rushers and the receiver. Many times the linemen will pick up a defensive man as the receiver cuts back before going downfield.

The punt return is becoming more important in making up the difference in yardage gained in punts. This

kind of openfield blocking is very dangerous, as most blocks made on the defensive man are a surprise because he is watching the ball-carrier. Again, the blocking angle is very important as the ball-carrier and blockers team up.

Our blocker works himself into position so that he may use a shoulder block just as the defensive man cuts toward the ball-carrier. As the punt is made, part of the line is assigned to swing back to aid the safety man and the remainder of the team is assigned to the second wave to pick up the ball-carrier as he comes up the field.

We try to follow the same pattern in the kick-off return as in the punt return.

New Books

(Continued from page 58)

The book is divided into two sections. Under the first, Foundations of Organized Recreation, the government's role in recreation is analyzed along with smaller community groups and industrial groups. The second part covers the organization and administration of recreation. Under this heading the personnel, facilities, program, financing and future of community recreation is discussed.

A *Workshop* section follows each chapter and suggests projects that help to train the student. There are numerous pictures, charts and tables.

Teaching Progressions for the Swimming Instructor, by Richard L. Brown. Published by A. S. Barnes and Company, New York. One hundred sixty pages, \$3.00.

This book was written out of the belief that "many young swimming instructors . . . experience difficulty in teaching because they are unable to analyze skills and teach first things first."

The book covers all of the strokes as well as such subjects as class organization, safety in swimming and recreational swimming.

Excellent illustrations by LeRoy Gensler supplement the text.

Walter Johnson, King of Pitchers, by Roger L. Treat, Published by Julian Messner, Inc., New York. One hundred ninety-two pages, \$2.75.

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The book begins just before Johnson became a member of the Washington Senators and traces his baseball history through his death in 1946. The author has supplied dialogue throughout which makes the book move like a novel.

The Bike Web Coaches and Trainers Handbook, published by the Bike Web Company, 2500 South Dearborn Street, Chicago 16, Illinois, thirty-two pages.

This booklet contains an article on conditioning by Carl E. Erickson, trainer at Northwestern University, an article on basketball rules interpretation by Cliff Wells, basketball coach at Tulane University and an article on athletic taping. Excellent drawings and pictures illustrate these articles. This valuable booklet may be obtained free of charge by writing to the above address.

Purchase, Care and Repair of Athletic Equipment, by Kenneth L. Meyer. Published by Educational Publishers, Inc., 122 N. 7th Street, St. Louis 1, Missouri. One hundred sixty pages, \$3.50.

This book was written to provide training equipment administration for athletic directors, physical education teachers, coaches, et al. This is the first textbook to deal exclusively with the handling of athletic equipment and has been adopted as the text for a course of the same title initiated this summer at Indiana State Teachers College. How, when, what and where to buy are questions answered about all types of equipment. Systems for equipment inventory, marking, laundry, dry cleaning, storage, check-outs and specialized care and repair are analyzed. Administrative phases such as athletic budgets, sources of funds and equipment safety are thoroughly discussed.

The book contains 40 illustrations and may be purchased at college book stores or ordered direct from the publisher.

Conditioning For Football

(Continued from page 6)

high school squad, regardless of the size, generally falls into three classifications. The upper third of the group is the nucleus of strong, rugged players who toughen quickly and like the rough going. The middle group is composed of the less physical-

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ly equipped, but nonetheless willing, players. The lower third is composed of players often not equipped for football but who cover a natural timidity with reckless play. Each group requires a separate conditioning approach.

Consider the first group. These boys round into condition early and are the top athletes. They may become overtrained and will become stale if driven too hard. A wise coach or trainer keeps this group just under top edge, leaving a margin to attain as the season progresses.

The middle group needs more work, particularly on finesse. Sweat plus patience will be needed by the coach here. These lads can use more lengthy conditioning with emphasis on toughening drills.

The third group is the one to watch, for it is from this group that most of the injuries come. The light, immature player is seldom physiologically or psychologically ready for combat. Hurts, real or imaginary, plague the coach and trainer from the opening day. Here is the opportunity for intelligent use of conditioning methods.

Progressively more strenuous drills will toughen these men and enable them to hold their own. Integrated conditioning will uncover the more obvious misfits, and so a weeding-out process can result from intelligently supervised workouts.

If only one outstanding performer is uncovered from the third group, the wise coach has spent his time well. He has found a valuable man, and the other men have benefited from the physical indoctrination.

With this consideration of the four primary aspects of pre-conditioning, it is well to look at a tentative procedure chart for the ready reference of the high school coach or trainer.

When school reopens conditioning should start on the first day. A physical examination is obligatory. It is very important that either the school physician or the family doctor pass on the physical condition of each boy. A summer-time injury or disease might leave a player unfit for competitive athletics. From the legal aspect, alone, a physician's report is a necessary safeguard.

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A weight chart is the next important consideration. By weighing in on the first day of practice, each player's day-to-day weight record can be scrutinized. Marked changes in a boy's weight is cause for prompt examination by the team physician.

Training and conditioning rules should be posted without fail. Any preconditioning routine must begin with full understanding by the players to promote co-operation. By posting the hours of practice and the training rules, the importance of both will be emphasized, and no excuses can be offered by any boy for not abiding by the published regulations.

On the field extreme care must be exercised to see that opening day activity is not overly strenuous. Over exertion by punters may cause groin injuries. Too hard passing by backs may cause sore arms and strained shoulders. Too much body contact in early scrimmages may cause bone fractures.

Since every coach has his favorite sequence of warm-ups and calisthenics, no one type can be said to be superior. I recommend that the players form a large circle with the coach or trainer in the center. The preconditioning exercises follow.

Patient explanation of the exercises together with a deliberate demonstration gives players an insight into the execution and purpose of each maneuver. After a day or two the coach may select a player to take the center and lead the drills. This has a two-part value: First, it uncovers potential leaders in the group and, secondly, it enables the coach to check individual execution of the work. There is an all too human inclination to "dog it" if the exercises are not closely monitored by the coach or trainer.

The following series of exercises have proven beneficial over a period of years in conditioning for football. The coach seeks physical exercise for all parts of the body. These drills, like most tried-and-proven calisthenics, develop wind, toughen the body, and tone up the entire system.

Inhaler — Deep breathing exercise to get the player started. Count of one, rise on toes, arms extended outward, palms upward and inhale deeply. Count of two, exhale and return heels to ground.

Straddle Stretch — Count of one, jump straddle; feet apart, arms extended outward. On count of two, right fingers touch left toe. Count of three return to erect position. Count of four left fingers touch right toe. Count of five return to erect position. Count of six return to original starting position.

THE ATHLETIC JOURNAL

Jaunt — After two drills the circle of players double-time briskly twice around the circle, knees high. This jaunt will relax muscles and develop wind.

Back Scissors — From extended position flat on his back, the player stretches to a sitting position, fingers touching the toes. On count of two, he returns to extended position on back. This body-scissors drill develops stomach muscles and strengthens back.

Sitting Straddle-Stretch — Similar to standing straddle-stretch, but man commences from sitting position. With arms outstretched at shoulder level and legs apart, man stretches on count of one touching right fingers to left toe, on the count of two the opposite fingers touch the opposite toe.

Jaunt — Twice around the circle, knees high.

Crab Walk — With hands and feet on the ground, knees straight, player crabwalks forward and backward. After a short period the same exercise is done with body up and arms and legs accomplishing the more difficult task of reverse crab-walk.

Stretch Jump — Sometimes called "Jumping-Jack". On the count of one, the feet straddle to the side on jump, arms go overhead and touch. Count of two, return to starting position. Vigorous jumping and stretching is achieved.

Jaunt — Twice around the circle, knees high.

Several miscellaneous drills are suggested, such as "the rocking ride", and many others. The important point to remember is to make progressively more strenuous the daily tune-ups. It is desirable to simulate actual game conditions in pre-conditioning drills by having the backs do spinning drills. The linemen develop speed and balance through crouch dashes and crab walks.

Now your procedure chart shows another factor to consider carefully. Athletic equipment can be a good friend in reducing injuries on the field. Here, indeed, an ounce of prevention may be worth a pound of cure!

Take the matter of football shoes as an illustration. Well-made, snug-fitting shoes will keep the players' feet in proper alignment and lessen the chance of twisted or turned ankles. Good footwear will save the arch and cushion the shock of football combat.

Properly fitting headgear is another "must". To absorb the punishing shock of collision on the gridiron, a helmet must be right. The

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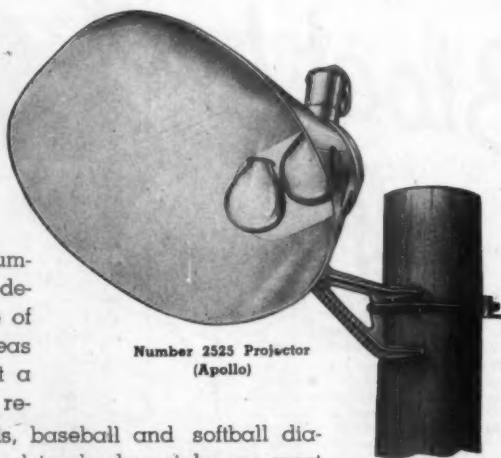
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football rules committee many years ago legislated for required use of head protectors — so a good one is an acknowledged necessity.

Get the best equipment possible. From the standpoint of economy, if for no other reason, it is wise to buy top quality equipment for it lasts longer.

Finally, your procedure chart should make provision for follow-up in the conditioning program. Day by day the coach should be accurately posted on the physical condition of his squad. An over-looked abrasion can get out of control if infection sets in. A boy should be cautioned about sunburn during the hot September afternoons. A cough or a cold may develop into a serious problem if it goes unchecked. In short, the coach and trainer must be constantly alert.

from here and there

(Continued from page 52)

can Football Coaches Association, holds an enviable coaching record, his Rutgers teams have won forty-one games, tied one and have only ten games on the other side of the ledger.

• • •

ROY Cochran, who set the new Olympic 400-meter hurdle record is the second of his family to compete in the famed international contests. His brother was a member of the 1500-meter team in the Paris Olympics, twenty-four years ago. . . . Eight college athletic trainers have formed the Ohio-Michigan-Indiana Collegiate Trainers Association. The eight charter members are Al Sawdy of Bowling Green, Jay Colville of Miami, James Morris of Butler, Ernie Biggs of Ohio State, Dwayne Dixon of Indiana, Dr. Raymond Forsyth of Detroit, Richard Illiano of John Carroll and Bob James of Wayne. . . . Homer Norton, former football coach at Texas A. & M. has been signed to the football spot at Kirwin High School in Galveston. . . . For those who are interested in statistics, there are 2,656 junior high schools, 1319 senior high schools (three year), 6,362 junior-senior high schools and 13,844 regular high schools in the country, making a total of 24,181. This is a thousand less than in 1938. The number of regular high schools has decreased and the number of junior high schools increased.

• • •

WHEN Texas meets L. S. U. as the opener in the newly enlarged stadium it will be the Longhorns 483rd football contest. Of the

preceding 482 games Texas managed to win 337 and tie 22. This is a success average of better than 70 per cent. . . . Harold Bruce, track coach at C. C. N. Y. was made a life-time member of the class of 1918 at Lafayette College where he served as director of physical education and track coach for fifteen years. . . . Ernest Savignano, who won five sets of freshman numerals and eight varsity letters at Brown before the war, has been named assistant athletic director at his alma mater. Last fall he worked with the Bruin freshmen. . . . The Seamless Rubber Company has prepared a new film "Strapping Athletes." Eddie O'Donnell, head trainer at Yale, supervised the taping and directed the film. The film is available to the schools simply by writing the Athletic Division, The Seamless Rubber Company, New Haven, Connecticut. . . . Also of interest is the new film catalog issued by the Visual Aids Section of the Office of Education, Federal Security Agency, Washington 25, D. C. The catalog "A Partial List of 16mm Film Libraries" is free upon request. . . . Mickey Ewing, captain of the 1947 Illinois Wesleyan football team, is the new coach at Riverside-Brookfield High School in suburban Chicago.

If you are bemoaning the tough schedule you have think of Biggie Munn and relax. In the course of five weeks his Michigan State team plays, Michigan, Notre Dame and Penn State, three of the four major undefeated teams of last fall. . . . Jack Wilkinson, Brewer, Maine, High School basketball and track coach and Notre Dame graduate, has been appointed athletic director and coach of basketball and baseball at Northeastern Business College, Portland, Maine. . . . Jack Meagher, former Auburn and Iowa Navy Pre-Flight coach, will be head coach at Memphis Naval Air Station this fall. Last season Meagher assisted Eddie Anderson at Iowa. . . . Frank "Red" O'Hara, newly appointed football and baseball aid at Colgate University and Jim O'Hara, assistant at Penn State, both come from Dunmore, Pennsylvania, roomed together at Penn State and yet are in no way related. Carl Mullineaux, former Green Bay end and assistant at St. Louis University, is the new line coach at Arizona, replacing Vaughn Corley who has been named head coach of the New Mexico Aggies.

It is with a great deal of sadness that we report the passing of Colonel Fairleigh S. Dickinson, founder of

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the Becton, Dickinson Company. Colonel Dickinson was vitally interested in youth organizations and sports. . . . Ronnie MacLeod, who has been athletic coach at Gardner, Maine, High School, has resigned to become coach of football, basketball and baseball at St. Johnsbury Academy, St. Johnsbury, Vermont. . . . Bob Johnson, recent Ithaca Teachers College graduate, has been signed as the new basketball coach at Stratford, Iowa, High School. . . . O. B. Nelson leaves scholastic ranks for collegiate circles by becoming head basketball and assistant football coach at Parsons College, Fairfield, Iowa. Nelson leaves Grinnell High School to replace Dick Ives who resigned to enter business. . . . The Montana Grizzlies are setting some kind of a record for major teams by playing seven games within their state. . . . Mal Edward, for fifteen years head coach at Purdue, is in business in Palo Alto, California and assists Marchy Schwartz at Stanford with the ends and scouting. . . . California and Stanford have met fifty times on the gridiron, and yet only two points separate the two in total scores. California leads with 554 points.

FRANK Clair resigned as end coach for Stu Holcomb at Purdue to become head coach at Buffalo. . . . Ronald Burkman is the new athletic director at St. Lawrence University and Paul Patten, former Saratoga, New York, High School coach and backfield coach at St. Lawrence will be the new head football coach. They succeed Roy Clogston who held both positions and who resigned to become athletic director at North Carolina State. . . . Sol Kampf, who graduated from Davis and Elkins and returned there to coach following the war, has been named as assistant football coach at North Dakota University. . . . Neal Parsons joins the University of Nebraska staff as assistant. He leaves a similar spot at Nebraska Wesleyan and before that coached at Wahoo, Barneston, Chester and Rulo, Nebraska, High Schools. . . . Three of the new staff at Texas A. & M. are from scholastic ranks. Head coach, Harry Stiteler, and his assistant Bill Dubose were at Corpus Christi and Waco High Schools together. Barlow "Bones" Irwin leaves San Antonio, Jefferson High School to complete the trio. A. & M. will use the T this year. . . . John Bodnarik, Farmington, Maine, High School coach, has been appointed director of physical education and coach at Gorham, Maine, State Teachers College.

Intramural Golf

(Continued from page 24)

answer this objection before it appears by preparing this information for the participants. Finally, either the Athletic Journal or the National Golf Foundation will endeavor to secure a club for your use if you will advise us.

Golf is truly a game that should be in every school's program. Much has been written regarding the carry-over value of golf in later life. Too much emphasis cannot be put upon this aspect. Socially and in business, golf fills a niche that other sports do not fill.

Certain changes have been made in this year's program. First, recognition will be given to runners-up and both award certificates and medals will be mailed at the same time as the other material in order that they may be displayed. Secondly, schools may hold both open and novice divisions if they wish as well as both spring and fall tournaments.

Start planning now to get the golf ball rolling in your school. An Ohio coach stated, "We had more interest from the students in the tournament than we have had in past golf teams," and an Iowa coach said, "Your program will lead to an inter-scholastic program equal to all spring sports."

Concessions for Athletic Events

ONE coach, with whom we are acquainted, augments his salary, with the approval of his school, with the profits from concessions. It has been variously estimated that this exceeds his prescribed salary. This is not a desirable practice and we mention it here only to show the tremendous potential revenue possible through the sale of soft drinks and the like at athletic contests.

Most colleges and universities operate concessions and it is done by numerous high schools. Those that refrain from the practice usually do so because they fear that the finger of commercialism might be pointed at them, or because local ordinances prohibit the sale of merchandise on public property.

Many worth-while enterprises may be financed solely through concession sales. In one school the profits from the sale of pop, peanuts, etc., outfitted the band with new uniforms. Another school used the profits to send the band to the state band contest. Numerous schools use the profits for their service organizations and the charitable work that they do. One school found the concession sales so profitable that they were able to reduce the price of their student ticket books. Schools will do well to investigate this added source of revenue.



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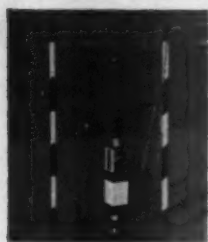
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THIS ten-yard linesman's measuring outfit is available for free trials. Manufactured by the J. P. Barry Company, 21 Euclid Avenue, Worcester, Massachusetts, it is visible from all angles and is guaranteed for five years. The measuring poles are five feet high and two inches in diameter. The marker is three feet high with a five-inch square box, twenty inches long. Downs on the box are optional and a locating peg four inches high is included. The numbers on the box are six inches high. Price: \$35.00.

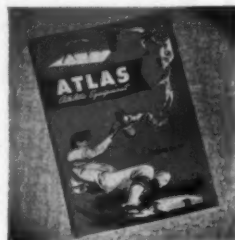
ASSOCIATION Films, 347 Madison Avenue, New York 17, New York, which is the Y.M.C.A. Motion Picture Bureau, now has ready its 1948-49 catalog which may be obtained by writing to the above address. Coaches will be interested to know that films on baseball, basketball, football gymnastics, boxing, golf, tennis, wrestling and every phase of track and field are available. There are also films on a multitude of other subjects. A complete description of each film is given so that there can be no uncertainty in ordering.



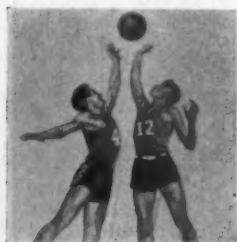
A NEW molded basketball has been announced by M. Denkert & Company, Johnstown, New York. Called the Denkert JXV, the ball's core is molded in the same manner and with the same precision workmanship as the finest automobile tire shoe. Perfect balancing and precise grooving give this ball the "feel" which makes for easy, clean ball-handling under tough game conditions. Approved by the National Federation of High School Athletic Associations, the ball has recently become very popular in college.



A NEW athletic goods catalog which covers the sports of baseball, football, basketball, gym and field, boxing and miscellaneous sports has been published by the Atlas Athletic Equipment Company, 1240 South 7th Street, St. Louis 4, Missouri. A new format is being used — as additional items are added to the line, individual flyers will be issued for use until the next printing of the catalog, at which time they will be incorporated. A free copy may be obtained by writing to the above address.



A SERIES of six newly-designed basketball program covers has been prepared by Program House, Inc. 76 Ninth Avenue, New York 11, New York. They are available in four-color printing and are made up in the four-page program cover form which is 11" x 16" and is imprinted and trimmed to give the standard 7 3/4" x 10 1/2" program size. They are readily adaptable for adding additional pages. Price: \$24.00 per thousand. Football program covers are also available. Free catalog available to coaches.



A UNIT with which minor punctures in rubber-covered athletic balls may be quickly sealed is now being manufactured by the Voit Rubber Corporation, 1600 East 25th Street, Los Angeles, California. Called the Voit RU1 Latex Repair Unit, it consists of a tube of highest quality liquid latex, a standard inflating needle through which the latex is injected into the ball, and directions for use. It is not recommended for balls with separate or replaceable bladders, or for larger playground balls. School price: \$.35 per tube.



ings and must not slight the job. This includes those who supply the materials who must co-operate along the same ethical line. *Sixth*, see that correct care is given immediately after completion of the job, including that vitally essential period until grass gets its first full root depth. *Seventh*, see that correct maintenance is followed and that the best materials are used. Just seven factors. All understandable — all unavoidable if you want correct turf.

The next phase of this turf building program is *time* — sufficient time to do it correctly — and the right *time* of the year to do it. The time it takes to do a correct job may vary (based on what has to be done) from two weeks to two months. The time of year varies with the geographic location. For most areas, fall is the best season—between August 20th and October 1st. The second best time is during October. Spring is also advisable. In most cases this is the time when such work, in order to fit into the school curriculum, can be done. The methods for each of these seasons should be varied to suit Nature and her wishes. Such data will be covered in an article entitled "Turf from the Bottom Up". This phrase means what it says, that to build good turf one must start with what is known as subsoil. Most fields are built only on the top and must be kept up continuously.

Few people hesitate to invest \$2,000 in a motor car, which starts to wear out the minute it is used. Correctly built turf grows better with each passing year, providing the maintenance is what is should be.

Correct turf is a self-liquidating investment of the highest order. You have here in brief form, the potential cost to change your athletic field area from a moderately good field to a correct one — from a "dust bowl", a "mud bowl", or a "weed bowl" to a perpetual "beauty bowl".

Remember this though — an athletic field is only as good as the community makes it and keeps it. This includes the board, the faculty and the students. It is an unwise community that has a weedy, muddy, dusty, stony athletic field among well-kept homes.

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